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ABSTRACT

The curriculum guide for trainable mentally retarded students in Missouri state schools for retarded children covers 10 major educational areas: sensory and perceptual training, oral language development, physical education, safety education, self care and personal health, interpersonal relations, fine arts, functional academics, home living, and vocational preparation. Listed for each area are learnings, procedures for the activity, and materials and equipment needed. Learnings are presented for three levels of development (primary, ages 6-10; intermediate, ages 10-14; advanced, ages 15-21), which are distinguished by the use of different colored pages. Information concerning resources and materials and a bibliography conclude each of the 10 areas covered. (KW)

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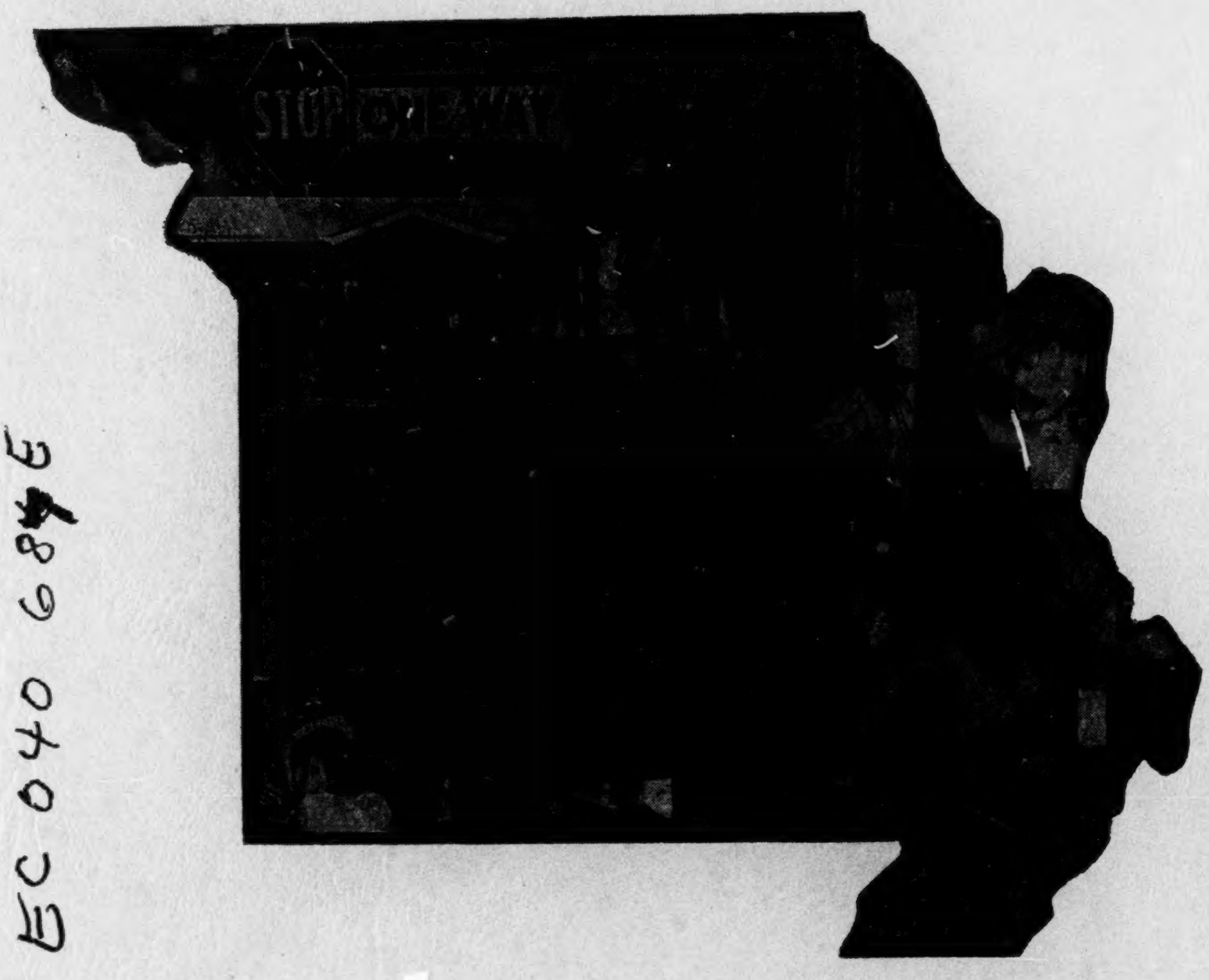
CURRICULUM GUIDE FOR TE
OF
TRAINABLE MENTALLY RETARDE



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LUM GUIDE FOR TEACHERS
OF
MENTALLY RETARDED CHILDREN

STATE SCHOOLS
FOR
RETARDED CHILDREN

MISSOURI STATE
DEPARTMENT OF EDUCATION
JEFFERSON CITY, MISSOURI

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TRAINABLE MENTAL

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The Missouri State
Schools for

B. W. S
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STATE OF MISSOURI

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CURRICULUM GUIDE FOR TEACHERS
OF
TRAINABLE MENTALLY RETARDED CHILDREN

Published by

The Missouri State Department of Education
Schools for Retarded Children

B. W. Sheperd, Director
Rex R. Wyrick, Coordinator
Dewey Bilyeu, State Supervisor

State Department of Education

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Division of Administration

Photography by Jess A. LaPuma
Graphics by Larry Simmons

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FOREWORD

With the publication of this Curriculum Guide for Teachers of Trainable Mentally Retarded Children, Missouri takes another step forward in its program of educational services for exceptional children.

This publication, a revision of the Curriculum Guide published by the State Department of Education in 1967, represents another positive attempt to meet the needs of trainable mentally retarded children by providing the teacher with a wealth of suggested activities, procedures, and materials which can be used to help each child in his development.

The nature of the trainable mentally retarded child as a learner makes it imperative that the program of instruction be very carefully planned. It is the responsibility of the teacher to plan for and provide the daily activities which offer each trainable mentally retarded child enrolled in school his chance to learn and develop. We believe this guide will greatly assist teachers in doing this.

I wish to acknowledge the fine work of the revision committee members and the consultants who have given freely of their time in the production of this guide. Their interest, ability, and efforts are truly appreciated.

HUBERT WHEELER
Commissioner of Education

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MAJOR AREAS OF DE

AREA I SENSORY AND PERCEPTUAL TRAINING

AREA II ORAL LANGUAGE DEVELOPMENT

AREA III PHYSICAL EDUCATION

AREA IV SAFETY EDUCATION

AREA V SELF CARE AND PERSONAL HEALTH

AREA VI INTERPERSONAL RELATIONS

AREA VII FINE ARTS

AREA VIII FUNCTIONAL ACADEMICS

AREA IX HOME LIVING

AREA X VOCATIONAL PREPARATION

MAJOR AREAS OF DEVELOPMENT

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PREPARATION Page 297

OUR SINCERE APPRECIATION TO

MRS. RICHARD S. DABNEY

The editing of this book was done by Mrs. Richard S. Dabney. Mrs. Dabney worked for over fifty years to make the life of the handicapped become meaningful and worthwhile to all individuals concerned. In the position as Director of Special Education for the Kansas City Missouri Public Schools she gained national recognition for her work with the handicapped. Mrs. Dabney died on August 21, 1970. The editing of this publication was the last work Nelle Dabney performed in her long and tireless career as a special educator.

INTRODUCTION

THE PROGRAM OF THE

MISSOURI STATE SCHOOLS FOR RETARD

As a result of studies and recommendation of the subcommittee of the com
the 69th General Assembly (1957) of the State of Missouri enacted several import
the physically or mentally handicapped.

One piece of legislation dealt with those pupils known as the trainable men
and under the age of twenty-one years, who cannot safely or adequately be educa
for the educable mentally retarded.

The act directed the State Department of Education to formulate plans im
years of the effective date of the act, to establish in any county or in any distric
Center (State School) for the special instruction of these pupils.

During the years 1958-59, sufficient funds were made available to start the
of implementation in 1958-59, ten schools were established, serving a total enrollm
total number of schools established has increased to 63 schools with an enrollmen

PHILOSOPHY OF THE PROGR

The trainable mentally retarded child is a precious individual who should
ment in which he finds himself; where society will accept him understandingly.
so that he may accomplish, to the extent of his capabilities, the skills that will h
the most successful adjustment possible to his home and community life during

PROGRAM GOALS

The trainable mentally retarded pupil within the State School Program is
reference. In an effort to make all program material meaningful and usable to
when possible. The groupings include:

1. The Younger Pupil
2. The Intermediate Pupil
3. The Older Pupil

The responsibility of the teachers working with each group is to develop
level to which he is assigned, remembering that each pupil will not master all
meaningful to him.

Goals for the younger pupil:

1. To become oriented to the classroom situation
2. To learn to follow group direction
3. To learn to respect school property and to use such material in a mean
4. To become an interacting member of his peer group
5. To develop, to the extent of his ability, the objectives of the program g

Goals for the intermediate pupil:

1. To become acquainted with the tools of learning

INTRODUCTION

THE PROGRAM OF THE STATE SCHOOLS FOR RETARDED CHILDREN

tion of the subcommittee of the committee on Legislative Research of 1955 and 1956,
e of Missouri enacted several important pieces of legislation pertaining to services for

e pupils known as the trainable mentally retarded, described as pupils who are retarded
cannot safely or adequately be educated in regular classes or in special classes provided

of Education to formulate plans immediately to implement the law and, within three
lish in any county or in any district comprised of two or more counties, a Training
n of these pupils.

ds were made available to start the program on a "pilot basis." During the first year
e established, serving a total enrollment of 178 children. Since that beginning year the
sed to 63 schools with an enrollment of approximately 1,800 pupils.

PHILOSOPHY OF THE PROGRAM

is a precious individual who should be prepared to live wisely and well in the environ-
y will accept him understandingly. He needs and has the right to special schooling
is capabilities, the skills that will help him in everyday living so that he may make
s home and community life during adulthood.

PROGRAM GOALS

within the State School Program is presented material which is within his frame of
material meaningful and usable to the individual pupil, chronological grouping is used

ing with each group is to develop within each pupil the ability to work within the
that each pupil will not master all of each level but only those areas that may be

situation

nd to use such material in a meaningful manner
f his peer group
lity, the objectives of the program guide

of learning

2. To develop, at his rate and understanding, the language and numerical skills
3. To develop into a responsible individual
4. To develop an interest in art, music, and nature
5. To become aware of the world in which he lives

Goals for the older pupil:

1. To realize that he is an adult in the eyes of society
2. To develop work skills that will be usable in his continuing environment
3. To develop practical application of his understanding of language and numeric
4. To learn to perform as an individual in carrying out assigned tasks
5. To develop all of his abilities, social and occupational, whereby he may take his

THE FIRST PROGRAM GUIDE

In accordance with the program goals stated above, a program guide for the State

The first "Program Guide for Teachers," based on the knowledge and skills of the trainable mentally retarded in the State of Missouri, was issued in 1960. The publicatio when a revision of the guide was issued.

THE CURRICULUM GUIDE FOR TEACHER

Professional growth of the faculty, increased insight into the abilities of children the advent of locally managed state subsidized Extended Employment Sheltered Worksho riculum Guide for Teachers of Trainable Retarded Children" in August of 1967. In this g various areas where study and evaluation had shown more effective ways in training one which was subject to revision as the program in the schools continued to progress.

NEED FOR A REVISED CURRICULUM GUI

After the classroom teachers had used the 1967 curriculum guide for a two year it was decided to revise the guide in order to introduce new materials and techniques wh

INSTRUCTIONAL TELEVISION AND MATERIALS

Therefore, incorporated in the new guide are suggestions on the usage of Instructi All of the State Schools have the resource of a video tape television system available. of video tape playback units. The video tape playback unit allows the teacher to show day and likewise makes it possible for her to integrate the programs into the various le to be the key in the retention power of the trainable mentally retarded, and, coupled wi system assures the repetition needed in teaching the trainable mentally retarded pupil.

The programmed materials recorded on video tape are produced by a staff of teach Schools. The teachers are instructed on how to use such equipment and materials by me classroom instruction.

Also incorporated in the new guide are suggestions pertaining to the Instructional is a center for the production and evaluation of non-commercial teaching materials as we are provided for the use of all teachers.

Materials are developed to fulfill the needs expressed by the teachers. These mater trainable mentally retarded pupils. If they prove successful, they are made available to

understanding, the language and numerical skills
e individual
. music, and nature
ld in which he lives

t in the eyes of society
will be usable in his continuing environment
ion of his understanding of language and numerical skills
ndividual in carrying out assigned tasks
. social and occupational, whereby he may take his place within his family and community

THE FIRST PROGRAM GUIDE

goals stated above, a program guide for the State School teachers was developed.

eachers," based on the knowledge and skills of the teachers who pioneered the program for
te of Missouri, was issued in 1960. The publication served as a curriculum guide until 1963
d.

THE CURRICULUM GUIDE FOR TEACHERS

lty, increased insight into the abilities of children termed Trainable Mentally Retarded, and
ubsidized Extended Employment Sheltered Workshops demanded the publication of the "Cur-
ble Retarded Children" in August of 1967. In this guide changes and additions were made in
ation had shown more effective ways in training these pupils. The guide was designed as
he program in the schools continued to progress.

NEED FOR A REVISED CURRICULUM GUIDE

ad used the 1967 curriculum guide for a two year period, and after the supply was exhausted,
order to introduce new materials and techniques which had been developed during the interim.

RUCTIONAL TELEVISION AND MATERIALS CENTER

new guide are suggestions on the usage of Instructional Television Equipment and Materials.
ource of a video tape television system available. The schools are equipped with a system
deo tape playback unit allows the teacher to show the concept programs at any time of the
r her to integrate the programs into the various lessons of the curriculum. Repetition seems
of the trainable mentally retarded, and, coupled with other learnings, the video tape television
n teaching the trainable mentally retarded pupil.

rded on video tape are produced by a staff of teachers, specialists, and supervisors of the State
on how to use such equipment and materials by means of in-service workshops and individual

guide are suggestions pertaining to the Instructional Material Center of the State Schools. This
luation of non-commercial teaching materials as well as a source from which other materials
.

l the needs expressed by the teachers. These materials are field tested in the classroom with
they prove successful, they are made available to all teachers.

DEVELOPMENT OF PROGRAMS IN SPECIAL INTE

Because of advancements in new technology and materials, the curriculum of t involving special interest areas. Some of the areas included involve comprehensive pr services, physical fitness, educational rhythmics, music therapy, health service, and ot programs in these areas, suggestions for the development of a variety of new methods

PROGRAM AIM

In the development of the curriculum guide, the main aim of the program was to pupil must be offered an opportunity to accomplish to the fullest extent of his abilitie living.

THREE LEVELS OF LEARNING DEVELOPM

Upon recommendations of the curriculum revision committee and other staff men guide is organized on three levels of development. The three levels are as follows:

PRIMARY LEARNINGS: At the primary level, suggestions are made of those l to be functioning at a low mental level and can best be served in classes made u

INTERMEDIATE LEARNINGS: At the intermediate level, suggestions are mad who seem to be functioning at a higher mental level than the primary and can l pupils who are ten to fourteen years of age.

ADVANCED LEARNINGS: At the advanced level, suggestions are made of th seem to be functioning at a higher level and who are preparing for the transiti workshop. The approximate age for this group is from fifteen to twenty-one ye

The divisions of the various levels are indicated in the guide by three distinct intermediate, and advanced learning levels. It must be noted that there is often an ov classroom of TMR pupils, the achievement is such that the teacher will find it necessa for classroom instruction. Therefore, in teaching any subject, the teacher will want to development.

ORGANIZATION OF CURRICULUM GUI

The curriculum guide is divided into ten major areas. These areas include the f

Area I Sensory and Perceptual Training
Area II Oral Language Development
Area III Physical Education
Area IV Safety Education
Area V Self Care and Personal Health
Area VI Interpersonal Relations
Area VII Fine Arts
Area VIII Functional Academics
Area IX Home Living
Area X Vocational Preparation

The beginning of each major area of the guide contains introductory pages.

The concluding pages in each major area in the guide contain information conce pertinent to each area. The learnings are listed across the page with the activities for t activity, and the materials and equipment needed to carry out the instruction listed in divisions are listed in the following order:

ELOPMENT OF PROGRAMS IN SPECIAL INTEREST AREAS

new technology and materials, the curriculum of the State Schools has incorporated programs
ome of the areas included involve comprehensive programs in workshop emphasis, special speech
al rhythmics, music therapy, health service, and other areas of development. With additional
ns for the development of a variety of new methods and techniques were added to the new guide.

PROGRAM AIM

rriculum guide, the main aim of the program was to keep in mind the point that every trainable
ity to accomplish to the fullest extent of his abilities the skills that will help him in his everyday

THREE LEVELS OF LEARNING DEVELOPMENT

he curriculum revision committee and other staff members of the State Schools, the new curriculum
of development. The three levels are as follows:

t the primary level, suggestions are made of those learnings pertinent to those pupils who seem
nental level and can best be served in classes made up largely of pupils six to ten years of age.

GS: At the intermediate level, suggestions are made of those learnings pertinent to those pupils
at a higher mental level than the primary and can best be served in classes made up largely of
n years of age.

At the advanced level, suggestions are made of those learnings pertinent to those pupils who
higher level and who are preparing for the transition from school to the home or to a sheltered
age for this group is from fifteen to twenty-one years.

levels are indicated in the guide by three distinct colors: one color for each of the primary,
g levels. It must be noted that there is often an overlapping of level activities; and in an average
evement is such that the teacher will find it necessary to review all three levels in order to plan
e, in teaching any subject, the teacher will want to note what is indicated in all three levels of

ORGANIZATION OF CURRICULUM GUIDE

ided into ten major areas. These areas include the following:

ceptual Training
evelopment
on

rsonal Health
lations

emics

ration

r area of the guide contains introductory pages.

h major area in the guide contain information concerning resources, materials, and a bibliography
gs are listed across the page with the activities for the particular learning, the procedures for the
ipment needed to carry out the instruction listed in columns down the page. Therefore, the four
order:

ACTIVITIES	PROCEDURES
LEARNINGS: Learning to Differentiate Between Edible Foods and Noned	
Listing things that can be eaten and things that should not be eaten.	Teach the pupils to make a scrap book and unedible materials. List the things those that should not be eaten. Emphas ing nonedible materials.

INSTRUCTION ON USAGE OF THE

A curriculum guide such as this cannot be exhaustive, but can onl can build daily activities that will lend to the fullest development of progress from one level to another, with the intention that the pupil will

The teacher is instructed to follow the suggestions provided in the suggestions listed for learnings, activities, and materials and equiment, it teacher.

Most of the experiences provided in the guide in the various areas development is not an entity in itself but rather that it must be integra Included in the following pages is a unit outline which exemplifies the experience. The unit was developed by Mrs. Marie Eberting, a teacher i

TEACHING UNIT FOR

"OUR HOME"

I. Overview

It seems only natural for a retarded pupil to be given an opportuni he knows best, the home. Much time should be given to motivate th be used.

II. Desired Attainments or Objectives

- A. An appreciation of each member of the family
- B. An appreciation of the work and responsibility of each family me
- C. Awareness of the different types of homes
- D. Awareness of what makes homes nice and comfortable
- E. The proper use of furniture in the home
- F. Habits of cooperation, courtesy, and helpfulness in the home

III. Approach to the Unit

- A. Plan an excursion to see different types and kinds of homes
- B. Show pictures of homes and talk about them
- C. Read stories and poems concerning homes and homelife
- D. Viewing TV Video tapes concerning home living
- E. Providing a playhouse area so that each pupil can be lead to role-

IV. Outline of Content

- A. Interesting information about the home —
  1. Ask the following questions:
     a. Where is your home?

PROCEDURES	MATERIALS & EQUIPMENT
entiate Between Edible Foods and Nonedible Materials	
Teach the pupils to make a scrap book showing edible foods and unedible materials. List the things that can be eaten and those that should not be eaten. Emphasize the danger in eating nonedible materials.	Food cards from the Peabody Language Development Kit, Level I, survival words, etc

INSTRUCTION ON USAGE OF THE CURRICULUM GUIDE

s this cannot be exhaustive, but can only provide a frame of reference from which each teacher
ill lend to the fullest development of each pupil's abilities. The guide contains learnings which
r, with the intention that the pupil will gain in learnings with each experience.

follow the suggestions provided in the introduction of each area of development. In following the
ctivities, and materials and equiment, it is hoped that the daily planning will be enhanced for the

ovided in the guide in the various areas might tend to overlap. This indicates that each area of
itself but rather that it must be integrated into the daily schedule as the teacher feels necessary.
s a unit outline which exemplifies the integration of the various areas to accomplish a teaching
ed by Mrs. Marie Eberting, a teacher in the State Schools for Retarded Children.

TEACHING UNIT FOR T.M.R.

"OUR HOME"

retarded pupil to be given an opportunity to study and become more aware of the environment
uch time should be given to motivate this activity unit. Conversation, pictures, and stories should

ctives

member of the family
ork and responsibility of each family member
nt types of homes
s homes nice and comfortable
ure in the home
urtesy, and helpfulness in the home

different types and kinds of homes
and talk about them
oncerning homes and homelife
concerning home living
a so that each pupil can be lead to role-play housekeeping, helping, etc.

bout the home —
stions:
?

  - b. What is the address?
  - c. What materials is it made of?
  - d. How many rooms are in your home?
  - e. What furniture is in your home?

2. State that more than one family live in some houses such as:
   - a. Apartment houses
   - b. Duplex

B. In discussing the relationship between the members of the family — ask the following questions:

1. What are the names of the family members?
2. What do you call the family members?
3. Where does each member of the family spend his day?
4. What does each person do for you?
5. What do you do for others?
6. What can you do for yourself?

C. Stress that the money father or mother earns helps the family —

1. Buy food
2. Buy clothing
3. Provide shelter
4. Have pleasure

V. Development of the Unit:

A. General activities

1. Take an excursion to talk about and see different homes and houses
2. Make a playhouse area
3. Collect pictures denoting this unit in any way
4. View TV video tapes concerning family and home
5. Make a scrapbook on homes, furniture, work, etc.
6. Assign the pupil a responsibility at home and ask him to report to others about this

B. Speech

1. Encourage conversation by using pictures
2. Name the members of each pupil's family
3. Using the telephone — converse with a family member
4. Using the puppets — acting out a story of family life
5. Tell about family and home activities
6. Learning proper pronunciations of words of the home
7. Incorporate the audio tape recorder for listening and speaking activities

C. Language activities

1. Discuss courtesy in the home — ask, "When should we say 'Please,' 'Thank you,' 'Excuse me,' etc.?"
2. Use dramatization and role playing — (this must be done only with supervision).
3. Read poems and stories (If a story or poem is liked, then a certain part could be repeated and learned).

D. Writing

1. Write one's own name, address, phone number
2. Write family members names
3. Copy words selected from the vocabulary list

E. Vocabulary

1. Select a list of the most relevant words to this unit and whi
2. Say the words
3. Learn to use the words
4. Using pictures, work on recognizing words

F. Number activities

1. Count houses on a block (count white houses, etc.)
2. Count rooms in a cut-away playhouse
3. Count family members
4. Count place settings for a lunch time, count furniture ite
5. Recognize the numbers in an address
6. Teach simple measurements that would be useful in home
7. Teach telling of time (clock and calendar)
8. Develop simple basic skills
9. Reading temperatures (weather, cooking, room)
10. Measuring weights and sizes
11. Preparing items for postage and mailing
12. Using money

G. Art, Crafts, and Other Activities

1. Using clay, make home accessories
2. Make articles to be used in the playhouse area
3. Mount pictures
4. Do weaving
5. Work with the simple terms — circle, square, and triangle
6. Work with the primary colors — red, blue, and yellow
7. Make a mural — use pictures to show the appropriate pie
8. Collect materials used in construction of buildings
9. Use finger paint and tempera paint in free expression time
10. Study colors used in decorating the home — both inside a
11. Teach simple sewing (mending, simple garments, etc.)
12. Learn and practice sweeping, dusting, cleaning shelves, stac ticular group
13. Emphasize and carry through picking up toys and work
14. Teach ironing
15. Teach simple cooking
16. Teach table setting
17. Make gifts for someone
18. Seasonal decorating

H. Music activities

1. Sing songs about the home and the members of the home
2. Sing songs about home activities
3. Teach how to use the record player
4. Sing the "Clock Song"
5. Sing songs which use colors

VI. Evaluating the Unit:

A. Essential learnings

rds to this unit and which are useful to the children

ords

ite houses, etc.)

ne, count furniture items needed for a room, etc.

uld be useful in home living
lar)

ng, room)

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ouse area

le, square, and triangle
, blue, and yellow
w the appropriate pieces
ion of buildings
in free expression time
home — both inside and outside
le garments, etc.)
, cleaning shelves, stacking, and any other type housekeeping applicable to a par-

g up toys and work materials and the hanging up of personal clothing

members of the home

1. The development of an awareness of:
   a. The family unit
   b. Types of homes
   c. Each members responsibility
2. Development of good habits, as:
   a. Performing own assigned tasks
   b. Cleaning up after work or play periods
   c. Sharing and waiting turns
   d. Self-discipline
3. Development of attitudes of:
   a. Willingness to help at home and at school
   b. Appreciation of good homes
   c. Appreciation of attractive and comfortable homes

B. Culminating activities

1. Give a party — entertain and serve guests
2. Give a puppet show
3. Demonstrate for another class or guests some skills lear

VII. References:

A. Golden Books
B. Story Books
C. Curriculum Guide for Teachers of Trainable Mentally Retar
D. Film Strips
E. Instructor's Manual for Film Strip (State Department of E
F. Speech Workbook (State Department of Education, Jess
G. Poem Books
H. Song Books
I. Educating the Retarded Child (Kirk and Johnson)
J. Mental Retardation (Rothstein)
K. Play Activities for the Retarded Child (Carlson and Ginglan
L. The Trainable Child (Molloy)
M. Make-It-Book (McCall's Giant Golden)
N. Things to Make and Do (Bjoland)
O. Magazines (for pictures)
P. TV video tapes M.S.S.R. TV
Q. Instructional Materials Center Resources, State Schools

CONCLUDING

With this introduction, it is hoped that this curriculum guide her in the planning of programs to educate the pupil who is trainab in were prepared by individuals who have the advantage of many the trainable mentally retarded. This guide represents efforts of ove all concerned that the planning and development shall not cease, an techniques to aid the teacher in her efforts in curriculum planning wareness of:

nsibility
abits, as:
gned tasks
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s of:
at home and at school
homes
ctive and comfortable homes

and serve guests

r class or guests some skills learned during the unit

hers of Trainable Mentally Retarded (State Department of Education)

ilm Strip (State Department of Education, Schools for Retarded Children)
Department of Education, Jess LaPuma)

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nter Resources, State Schools

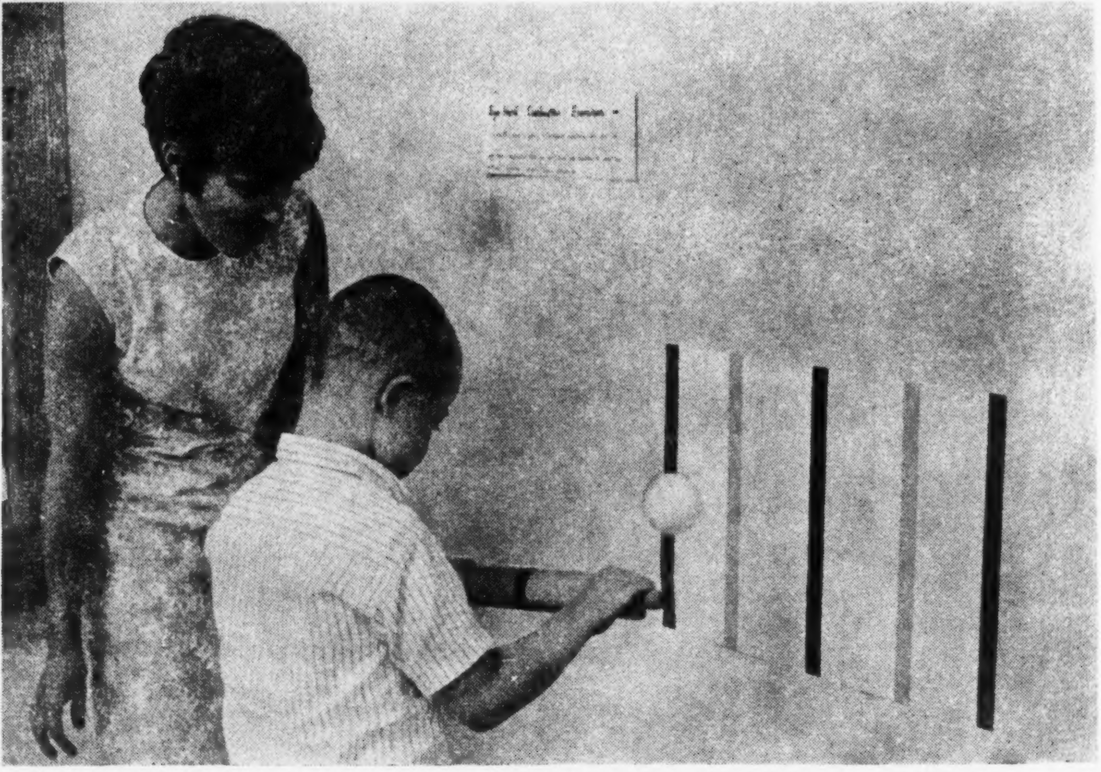
CONCLUDING REMARKS

hoped that this curriculum guide will serve as a functional aid to the classroom teacher, and assist educate the pupil who is trainable mentally retarded. The methods and techniques described with- ho have the advantage of many years of experience in the field of special education working with is guide represents efforts of over ten years of planning and development. It is the sincere wish of d development shall not cease, and that the years ahead will bring new and innovative methods and r efforts in curriculum planning for the T.M.R.

AREA I SENSORY AND PERCEPTUAL TRAINING COMMITTEE

CHAIRMAN: Hazel Carr .... St. Louis
MEMBERS: Geraldine Williams .... St. Louis
Mary Dasovich .... St. Louis

I



L TRAINING

..... St. Louis
..... St. Louis
..... St. Louis

SENSORY AND PERCEPTUAL

INTRODUCTION

Perception may be defined as a process through which a learner become
ceived through the sensory apparatus into meaning so that a coordinated vie
equipped with the same basic perceptual modalities: gustation, olfaction, tac
that all human beings receive the same information from their various perce
ings will develop in a "normal" manner in the area of perceptual skills. Even
more rapidly; others will develop more slowly.

When a person is reported as having a perceptual dysfunction or distu
way that is different from the way in which he was expected to perceive. One
the difference lies not in whether or not he perceives, but in whether or not h
any individual as being perceptually-handicapped has no value unless this cl
ciencies that are noticed.

The study of perception cannot be separated from the study of cogniti
ceive as a single act. So, while perception is dealt with as a seemingly separa
perience. In order for an individual to fully utilize all he perceives, he must b
utilize his perceptions by understanding them, his resultant actions are not tr

The trainable mentally retarded child is as apt to have perceptual diff
that these perceptual deficiencies may arise from a number of different caus

1. slow maturation
2. basic heredity factors
3. interrupted developmental sequence
4. poor environmental stimulation
5. brain damage and other organic causes

Since all of these factors can also contribute to the lowered functioning level
contribute to the occurrence of perceptual involvement in the trainable ment
mentally retarded children also have perceptual difficulties. There is reason
ceptual apparatus may be intact, but that the real difficulty lies in an inabili

Research has shown that perceptual development in human beings f
modes to develop is the gustatory. Its development is closely followed by th
thetic mode, the auditory mode, and finally the visual mode. Because there
of perceptual skills, this section of the curriculum was designed according t
skills and moving through to the development of visual skills.

This sequential development concept lends itself to certain considerations by
one perceptual area, he should be directed to obtain support from a perceptu
example, difficulty with certain materials at a visual level would indicate th
the auditory or perhaps the kinesthetic modality. When facility has been ach

Besides a developmental sequence involved in perception, it should b
lated to perceptual problems or perceptual development. Some of these are:

1. Splinter skills: A splinter skill is the ability to perform a certain ac
who could write his name on the blackboard, but who could not w
teacher must view the fact that he has developed perceptional abi
abstract from these perceptions in a proper manner. This child must

SENSORY AND PERCEPTUAL TRAINING

INTRODUCTION

ed as a process through which a learner becomes aware of his environment by converting information re-
aratus into meaning so that a coordinated view of the environment can be had. All human beings are
perceptual modalities: gustation, olfaction, tactuality, kinesthesis, audition, and vision. It is supposed
the same information from their various perceptual modalities. It is also supposed that most human be-
manner in the area of perceptual skills. Even in "normal" development, some individuals will develop
more slowly.

ted as having a perceptual dysfunction or disturbance, it is suggested that this individual perceives in a
way in which he was expected to perceive. One must remember that this individual perceives something,
ier or not he perceives, but in whether or not he perceives what is expected of him. Therefore, to classify
tually-handicapped has no value unless this classification is accompanied by a description of the defi-

cannot be separated from the study of cognition, since humans perceive and interpret what they per-
perception is dealt with as a seemingly separate entity, in reality it is closely allied with cognitive ex-
dual to fully utilize all he perceives, he must be able to derive meaning from it. If the individual cannot
rstanding them, his resultant actions are not truly under his control.

etarded child is as apt to have perceptual difficulties as is any other child. Current research indicates
ies may arise from a number of different causes:

ntal sequence
imulation
r organic causes

lso contribute to the lowered functioning level of the trainable mentally retarded child, they also can
perceptual involvement in the trainable mentally retarded child. This is not to say that all trainable
o have perceptual difficulties. There is reason to believe that a trainable mentally retarded child's per-
ct, but that the real difficulty lies in an inability to utilize the information that is received.

at perceptual development in human beings follows a particular sequence. The first of the perceptual
tory. Its development is closely followed by the olfactory. Then developes the tactile mode, the kines-
ie, and finally the visual mode. Because there appears to be a developmental sequence in the acquisition
n of the curriculum was designed according to this developmental order; beginning with gustatory
he development of visual skills.

oncept lends itself to certain considerations by the classroom teacher. If a child evidences difficulty in
be directed to obtain support from a perceptual area in which he has already developed proficiency. For
n materials at a visual level would indicate the need for work involving the same materials by utilizing
inesthetic modality. When facility has been achieved, the teacher may then return to the visual level.

l sequence involved in perception, it should be noted that various behaviors seen in a child may be re-
r perceptual development. Some of these are:

inter skill is the ability to perform a certain act, but only in one situation. An example would be a child
name on the blackboard, but who could not write it on paper. When a child has a splinter skill, the
ie fact that he has developed perceptional ability in a very narrow area and that he cannot enlarge or
erceptions in a proper manner. This child must be taught to **generalize** perceptually.

2. Tongue tracking: Tongue tracking is a phenomenom often seen in child
   the child who is seen to move his tongue from left to right as he reads. S
   to develop, it is often activated for use when a person is put under str
   tual apparatus. Actually, tongue tracking is considered important in dev
   of vision. For the classroom teacher, this would indicate that when child
   ing, or in writing, they, perhaps, should be taught to tongue tract (left-
   tual skills.

3. Finger pointing: Finger pointing is also indicative of lack of adequate
   modes. It can be utilized in place of tongue tracking and for the same r

4. Hyperkinesis: Some authorities feel that the hyperkinetic child exhibit
   ment in the area of tactuality, but especially because of lack of adequat
   prioception (an awareness of oneself in space). Therefore a child who sh
   a program of perceptual development which includes the improvement

Since no two individuals are identical, genetically, psychologically, or, for th
all children in a classroom will be at the same level in development of perceptual
periences are needed. It is usually recognized that a teacher is unable to plan ind
to this problem is subdividing students in a classroom into smaller groups. Grou
group arrangement facilitates attainment of a specific educational goal. Therefore, i
perception, they should be grouped according to:

1. general ability in the area of perception.
2. abilities involving the consideration of each perceptual mode as a separat

In order to aid the classroom teacher who must serve a number of children all at
tion of the curriculum has been designed so that the basic goals remain the same
erally, the learnings remain the same for all three levels. Therefore, a teacher m
group of children, but still be able to individualize the various activities that ar
dual needs. Since the presented perceptual materials are also developmental in c
movement through the various modes to achieve a true perceptual development p

cking is a phenomenom often seen in children who are engaged in learning acts. An example is
his tongue from left to right as he reads. Since the tongue is one of the first perceptual organs
ed for use when a person is put under stress to perform with higher but less developed percep-
ue tracking is considered important in developing higher percepto-cognitive ability in the area
eacher, this would indicate that when children have difficulty in left-to-right orientation, in read-
aps, should be taught to tongue tract (left-to-right) as an aid to developing new visual percep-

ing is also indicative of lack of adequate perceptual integration of the higher level perceptual
lace of tongue tracking and for the same reason that tongue tracking would be employed.

es feel that the hyperkinetic child exhibits the behavior he does because of limited develop-
, but especially because of lack of adequate development in the area of kinesthesia and pro-
oneself in space). Therefore a child who shows signs of hyperkinesity may benefit greatly from
elopment which includes the improvement of tactual and kinesthetic skills.

ntical, genetically, psychologically, or, for that matter, in any other way, one cannot assume that
he same level in development of perceptual skills. For that reason, individualized classroom ex-
gnized that a teacher is unable to plan individually for each child in the classroom. The answer
in a classroom into smaller groups. Grouping, however, only makes sense when a particular
t of a specific educational goal. Therefore, if children are to be grouped for work in the area of
ding to:

rception.
ration of each perceptual mode as a separate entity.

ho must serve a number of children all at a different level of perceptual development, this sec-
ed so that the basic goals remain the same for primary, intermediate, and advanced levels. Gen-
for all three levels. Therefore, a teacher may choose a goal which is needed by a particular
individualize the various activities that are being performed by the group according to indivi-
ptual materials are also developmental in organization, a teacher can easily ascertain the correct
to achieve a true perceptual development progression.

SENSORY AND PERCEPTUAL TRA

PRIMARY

LEARNINGS: Gustatory — Learning to be Aware of the Sense of Taste

ACTIVITIES	PROCEDURES
Presenting activities to develop awareness of the sense of taste, such as,	
Teaching the difference between wet and dry	Provide many wet items and dry items. Permit handle them and to experience the difference bet dry. Direct the pupil to wet his hands and state "My h Direct each pupil to dry his hands and state " dry." Permit each pupil to wet his face, then to state the difference.
Teaching the difference between wet and dry, especially for lips	Direct the pupils to wet lips, dry them, and tell Direct the pupils to lick lips, dry them, and the ference. (if a pupil drools, carry out this activi the day whenever drooling is noticed.)
Developing an awareness of saliva in the mouth	Have the pupil hold water in his mouth. Ask hi the water and to indicate when it is done. Buil the mouth by using a dash of salt in water, pickle tongue in the mouth, or holding the mouth open. Instruct the pupil to build up saliva in his mou dicate when the mouth is wet. Have pupil swal teacher and the pupil should indicate when the
Teaching the pupil to suck saliva into back part of mouth and to swallow	Teach the pupil to suck and swallow to dry having the pupil inhale hard through the mou pupil suck small amounts of liquid through a pla to swallow after each suck. Have the pupil s closed, then to swallow.
Teaching pupils to put food in the mouth	Have the pupil use his fingers to pick up small one at a time, and place them in his mouth. Tea way to hold a spoon and then have the pupil u place food in his mouth. Introduce the fork. Te how to hold it and have him use the fork to pla mouth.
Teaching pupils how to bite	Instruct the pupils to hold strips of food with place food in their mouth, and bite with the front
Teaching pupils how to chew	Demonstate to the pupils the chewing motion pupils to imitate this motion with food in th struct the pupils to chew their food well and th

SENSORY AND PERCEPTUAL TRAINING
PRIMARY

ning to be Aware of the Sense of Taste

PROCEDURES	MATERIALS & EQUIPMENT
Provide many wet items and dry items. Permit each pupil to handle them and to experience the difference between wet and dry.	Wet sponge, cloth, and paper Dry sponge, cloth, and paper
Direct the pupil to wet his hands and state "My hands are wet." Direct each pupil to dry his hands and state "My hands are dry." Permit each pupil to wet his face, then to dry it, and to state the difference.	Bowl of water and toweling
Direct the pupils to wet lips, dry them, and tell the difference. Direct the pupils to lick lips, dry them, and then tell the difference. (if a pupil drools, carry out this activity throughout the day whenever drooling is noticed.)	Toweling
Have the pupil hold water in his mouth. Ask him to swallow the water and to indicate when it is done. Build up saliva in the mouth by using a dash of salt in water, pickle juice, moving tongue in the mouth, or holding the mouth open.	Cup of water or squirt gun
Instruct the pupil to build up saliva in his mouth and to indicate when the mouth is wet. Have pupil swallow. Both the teacher and the pupil should indicate when the mouth is dry.	Pickle juice salt
Teach the pupil to suck and swallow to dry his tongue by having the pupil inhale hard through the mouth. Have the pupil suck small amounts of liquid through a plastic straw and to swallow after each suck. Have the pupil suck with lips closed, then to swallow.	Plastic straw, cup
Have the pupil use his fingers to pick up small pieces of food, one at a time, and place them in his mouth. Teach the proper way to hold a spoon and then have the pupil use a spoon to place food in his mouth. Introduce the fork. Teach the pupil how to hold it and have him use the fork to place food in his mouth.	Foods: Popcorn, cereals, noodles (cooked) hot-dog slices. Fork Spoon
Instruct the pupils to hold strips of food with their fingers, place food in their mouth, and bite with the front teeth.	Apple strips, orange slices, crackers, and toast.
Demonstate to the pupils the chewing motion. Instruct the pupils to imitate this motion with food in the mouth. Instruct the pupils to chew their food well and then to swallow.	Celery, carrots, dry toast, melba toast.

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LEARNINGS: Gustatory — Learning to be Aware of the Sense of Taste (continued)

ACTIVITIES	PROCEDURES
Developing awareness of taste buds	Teach identification of food by taste. Instruct eac close his eyes and identify the various foods presen Teach the pupil the difference between sweet an presenting both sweet and sour foods, such as candy Ask the pupil if he can tell the difference between if he can identify foods by name.

LEARNINGS: Olfactory — Learning to be aware of the Sense of Smell

ACTIVITIES	PROCEDURES
Presenting activities to develope awareness of the sense of smell, such as,	Discuss the nose and its location.
Teaching the pupil the awareness of the nose and its function	Discuss the function of the nose.
Teaching the pupil when odors are present	Explain the meaning of odor. Give examples of oc the pupils to experience various odors. Have the p things that smell. Stress the fact that odors are r such as, smoke means fire, bacon smells like fooc fume smells like flowers.
Identifying foods by smell	Instruct the pupil to close his eyes. Present foods have him identify the foods by smell.

LEARNINGS: Tactile — Learning to be Aware of the Sense of Touch

ACTIVITIES	PROCEDURES
Presenting activities for the development of tactuality, a system for receiving information from sensory receivers in the skin by means of passive or active contact, as,	Discuss the meaning of touch. Give the pupils ex touching objects with hands, face, arm, feet, and of the body. Develop the fact that touching req Discuss skin and locate it.
Teaching identification of characteristics of things we touch	Play the grab bag game. Place many objects in a one object and ask the pupil to find it by touching Develop a summary of learning by guiding pupi "We feel through our skin." "We use our hands parts of our body to feel."
Developing the feeling of smooth vs. rough and soft vs. hard	Discuss the meaning of "feel." Give pupils experier ing many objects. Discuss "rough," "smooth," "hard." Place rough, smooth, soft, and hard objects Ask the pupils to touch each one with his hand whether it is hard, soft, smooth, or rough.

SENSORY AND PERCEPTUAL TRAINING

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PROCEDURES	MATERIALS & EQUIPMENT
be Aware of the Sense of Taste (continued)	
ch identification of food by taste. Instruct each pupil to se his eyes and identify the various foods presented to him. ch the pupil the difference between sweet and sour by senting both sweet and sour foods, such as candy and lemon. the pupil if he can tell the difference between foods. Ask can identify foods by name.	Ice cream, candy, chocolate syrup, bacon Sugar — vinegar Candy — lemon Cake — pickle
be aware of the Sense of Smell	
uss the nose and its location.	
uss the function of the nose.	
plain the meaning of odor. Give examples of odor. Permit pupils to experience various odors. Have the pupils name ngs that smell. Stress the fact that odors are meaningful; n as, smoke means fire, bacon smells like food, and per- e smells like flowers.	Smoke Bacon Perfume
ruct the pupil to close his eyes. Present foods to him and e him identify the foods by smell.	Fruit, candy, peanut-butter, butter, bacon
Aware of the Sense of Touch	
uss the meaning of touch. Give the pupils experience in hing objects with hands, face, arm, feet, and other parts he body. Develop the fact that touching requires skin. uss skin and locate it.	
the grab bag game. Place many objects in a bag. Name object and ask the pupil to find it by touching it. elop a summary of learning by guiding pupils to state: feel through our skin." "We use our hands and other s of our body to feel."	Toy car, block, fork, whistle, comb, balloon
uss the meaning of "feel." Give pupils experiences in feel- many objects. Discuss "rough," "smooth," "soft," and rd." Place rough, smooth, soft, and hard objects on a desk. the pupils to touch each one with his hand and to tell ther it is hard, soft, smooth, or rough.	Block, table top, pebbles, carpet, rock, paper, felt, fur, cotton, sandpaper

SENSORY AND PERCEPTUAL TRAININ

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ACTIVITIES	PROCEDURES
LEARNINGS: Tactile — Learning to be Aware of the Sense of Touch (continued)	
Teaching pupils to become aware of changes in air temperature, cooling breezes, etc.	Take the pupils for walks on windy or calm days. I the differences in the presence of wind. Fly kites. Call attention to the fact that the wind mak kite fly.
LEARNINGS: Kinesthesis — Learning to be Aware of the Sense of Movement	
Providing activities for the development of kinesthesia, the sense that informs one of movements of the body or its parts, such as,	
Teaching pupils to roll, the ability to roll one's body in a controlled manner	Instruct the pupils to lie on the floor with hands at t and to look at the ceiling. Have the pupil follow a fla beam with his eyes as it moves in a circle.
	Instruct the pupil to lie on his back with his hands o head and feet together. Teach him to roll over slowly right, then to the left. Place an object in the pupil' and ask him to repeat the rolling.
	Instruct the pupil to lie on his back and to put one har his head and one hand at his side. Instruct him to ro side to side.
	Instruct all pupils to lie on their backs and clasp han head and roll to the right and then to the left.
	Have a pupil sit with his head on his desk and listen music.
Developing the ability to sit erect in a normal position without support or constant reminding	Have pupils sit on the floor Indian-style with legs cross arms folded. Permit them to listen to music.
Developing the ability to creep	Instruct the pupils to place hands under the chest, m elbows and hips, and creep forward with the stomach o Have the pupils creep to music with a beat.
Developing the ability to crawl on hands and knees	Have the pupils imitate animals, such as, dogs or turtle the pupils crawl with a beat, advancing the right han

SENSORY AND PERCEPTUAL TRAINING

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
ng to be Aware of the Sense of Touch (continued)	
Take the pupils for walks on windy or calm days. Identify the differences in the presence of wind.	
Fly kites. Call attention to the fact that the wind makes the kite fly.	Kites
earning to be Aware of the Sense of Movement	
Instruct the pupils to lie on the floor with hands at the side and to look at the ceiling. Have the pupil follow a flashlight beam with his eyes as it moves in a circle.	Flashlight
Instruct the pupil to lie on his back with his hands over his head and feet together. Teach him to roll over slowly to the right, then to the left. Place an object in the pupil's hand and ask him to repeat the rolling.	Medium-sized objects
Instruct the pupil to lie on his back and to put one hand over his head and one hand at his side. Instruct him to roll from side to side.	
Instruct all pupils to lie on their backs and clasp hands over head and roll to the right and then to the left.	
Have a pupil sit with his head on his desk and listen to soft music.	Record player and recorder Classical music such as Bach
Have pupils sit on the floor Indian-style with legs crossed and arms folded. Permit them to listen to music.	Record player and recorder Classical music such as Beethoven
Instruct the pupils to place hands under the chest, move the elbows and hips, and creep forward with the stomach on floor. Have the pupils creep to music with a beat.	
Have the pupils imitate animals, such as, dogs or turtles. Have the pupils crawl with a beat, advancing the right hand with	

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ACTIVITIES	PROCEDURES
LEARNINGS: Kinesthesis — Learning to be Aware of the Sense of Movemen	
in a smooth and coordinated manner	the right knee, etc.
Developing the ability to walk erect in a coordinated fashion without support	Teach the pupils to walk barefoot on ce grass, sand, dirt, indoors and outdoors. P walk forward, backwards, and sideways c curved paths, obstacle courses, and steps.
Developing the ability to run	See P.E. Activities
Developing the ability to throw with a reasonable degree of accuracy	Use a sponge. Teach pupils to throw un overhand throw. Demonstrate the bean bag toss. Teach pu throw, then an overhand throw. Play ring toss games.
Developing the ability to jump over simple obstacles without falling	Face a pupil and hold his hands. Jump to ing to ten. Draw line. Instruct the pupils to jump for over the line. Refer to P.E. section for further activities.
Developing the ability to skip in normal play	Refer to P.E. section.
Teaching pupils to use muscles to perform physical tasks	Give the following instructions: Crouch l several times. Sit partner to partner on t against feet and push back and forth. Sta ner. Place hands against hands and push b out moving the feet. Stand with arms strai ing small circles, gradually getting larger and backward movements.
LEARNINGS: Auditory Perception — Learning to be Aware of the Sense of H	
Presenting activities to develop auditory perception, the ability to receive and understand sounds and their meanings, such as,	
Learning to receive and differentiate sounds	Blindfold a pupil. Ring a bell in different Ask the pupil to turn towards the sound.
	Take the pupils for a walk. Ask them to f that make a noise as they can.

SENSORY AND PERCEPTUAL TRAINING

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g to be Aware of the Sense of Movement (continued)

PROCEDURES	MATERIALS & EQUIPMENT
the right knee, etc.	
Teach the pupils to walk barefoot on cement floors, wood, grass, sand, dirt, indoors and outdoors. Permit the pupils to walk forward, backwards, and sideways over straight paths, curved paths, obstacle courses, and steps.	Sand, dirt, cement, grass, and wood Obstacle course Steps
See P.E. Activities	
Use a sponge. Teach pupils to throw underhand, switch to overhand throw.	Sponges
Demonstrate the bean bag toss. Teach pupils an underhand throw, then an overhand throw.	Bean bags or texture balls
Play ring toss games.	Ring toss game
Face a pupil and hold his hands. Jump together while counting to ten.	
Draw line. Instruct the pupils to jump forward and backward over the line.	Tape Chalk
Refer to P.E. section for further activities.	
Refer to P.E. section.	
Give the following instructions: Crouch low and jump high several times. Sit partner to partner on the floor. Place feet against feet and push back and forth. Stand partner to partner. Place hands against hands and push back and forth without moving the feet. Stand with arms straight out. Begin making small circles, gradually getting larger. Use both forward and backward movements.	

— Learning to be Aware of the Sense of Hearing

PROCEDURES	MATERIALS & EQUIPMENT
Blindfold a pupil. Ring a bell in different parts of the room. Ask the pupil to turn towards the sound.	Blindfolds, bell, drum, triangle, etc.
Take the pupils for a walk. Ask them to find as many things that make a noise as they can.	

SENSORY AND PERCEPTUAL TRA

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ACTIVITIES	PROCEDURES
LEARNINGS: Auditory Perception — Learning to be Aware of the Sense of Hearin	
	Show the pupils two different objects that mak fold the pupils and make a noise with one of th the pupils identify the object.
	Play the game, "What is it?" Blindfold the pu a sound such as, tearing paper, banging blocks, closing door, knock on door, stamping on floor, to identify it.
	Play the game, "What do you hear?" Tape sounds of the environment. Ask the pupils sounds; such as, airplane, car horn, telephone, churchbell, dog barking, etc.
Learning about rhythm	Refer to Fine Arts — Music
Learning to understand what words mean	Teach the pupils to identify a basic noun vocab mother, father, dog, cat, house, door. Teach th derstand a basic verb vocabulary, such as, sit, s
Learning to understand commands	Play the game, "Do as I ask." Give commands, the door," "Close the windows," etc.
Learning to repeat what was said, short term memory	Ask the pupils to repeat numbers and alphabet said, such as, 2-6, 4-9, c-b, 1-6-3, m-r, b-k-p. M of short sentences.
Learning to repeat what was heard or said yesterday, long term memory	Ask the pupil to recall activities from yesterday. Ask the pupil to tell a story he saw on television.
LEARNINGS: Visual Perception — Learning to be Aware of the Sense of Vision	
Presenting activities to develop visual perception, the ability to receive and interpret visual stimuli, as,	Follow the suggestions in visual perception k available. Use the suggestions in this guide as activities.
Teaching pupils to identify objects seen	Place various objects, food, toys, etc., at va from the pupil, up to 20 feet away. Ask the p the object.
	Provide block, pegs, or marbles of various co pupils match like colors. Teach the names of th

SENSORY AND PERCEPTUAL TRAINING

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
Learning to be Aware of the Sense of Hearing (continued)	
how the pupils two different objects that make noise. Blindold the pupils and make a noise with one of the objects. Have e pupils identify the object.	Musical instruments, crickers, whistles, ruler, etc.
lay the game, "What is it?" Blindfold the pupils then make sound such as, tearing paper, banging blocks, bells, clapping, losing door, knock on door, stamping on floor, and ask them identify it.	
lay the game, "What do you hear?" Tape record various ounds of the environment. Ask the pupils to identify the ounds; such as, airplane, car horn, telephone, doorbell, clock, hurchbell, dog barking, etc.	Sources of Sound: IMC Tape from Central Office, State Department of Education
efer to Fine Arts — Music	
each the pupils to identify a basic noun vocabulary, such as, nother, father, dog, cat, house, door. Teach the pupils to unerstand a basic verb vocabulary, such as, sit, stand, blow, tie.	Phonetic charts, primary noun word lists
lay the game, "Do as I ask." Give commands, such as, "Open e door," "Close the windows," etc.	
sk the pupils to repeat numbers and alphabet after they are aid, such as, 2-6, 4-9, c-b, 1-6-3, m-r, b-k-p. Move to repetion f short sentences.	
sk the pupil to recall activities from yesterday. sk the pupil to tell a story he saw on television.	
earning to be Aware of the Sense of Vision	
ollow the suggestions in visual perception kits, if such are vailable. Use the suggestions in this guide as supplementary ctivities.	Getman-Kane Frostig Program for the Development of Visual Perception Fairbanks-Robinson Program 1 Level 1 and 2 Dubnoff School Program 1 and 2 The Remediation of Learning Disabilities
lace various objects, food, toys, etc., at various distances rom the pupil, up to 20 feet away. Ask the pupil to describe he object.	Apple, ball, bell, rope, cookies, candy, car
rovide block, pegs, or marbles of various colors. Have the upils match like colors. Teach the names of the colors.	Red, yellow, green, blue, brown, black, orange, purple, white

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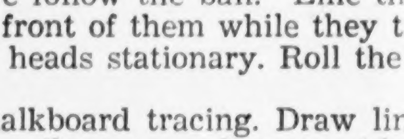
ACTIVITIES	PROCEDU
LEARNINGS: Visual Perception —	**Learning to be Aware of the Sense**
	Play the game, "What is missing? colors in a row. Take objects away pupils to identify the color of the
Teaching pupils visual coordination, the ability to follow objects with the eyes as they move	Teach light tracking. Use a flashlig wall, ceiling, or floor. Ask the pup their eyes. Play, "We follow the ball." Line th a ball in front of them while they t ing their heads stationary. Roll the Teach chalkboard tracing. Draw li ask the pupils to trace figures with the desk. Teach paper tracking. Draw variou on paper. Have the pupils trace on o
Teaching visual form discrimination, the ability to identify forms and symbols	Show pupils cutouts of various sha shapes. Teach the pupils the names o Present a series of shapes to the pu the shape that is different. Place th away and ask the pupils to identify
Developing figure-ground discrimination, the ability to perceive foreground from background	Use a doll house. Ask the pupils t doll house. Talk about the placement of furnitu Discuss the placement of the furnit the pupils to identify the objects in Provide similar objects such as, ma pegs. Ask the pupils to sort them acc Present pictures of people or thin the pupils to identify the part that is
Developing visual motor coordination, the ability to coordinate vision and fine motor movement	Complete dotted shapes, as, 

SENSORY AND PERCEPTUAL TRAINING

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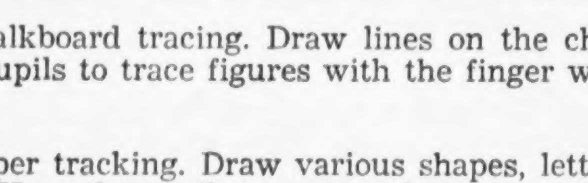
n — Learning to be Aware of the Sense of Vision (continued)

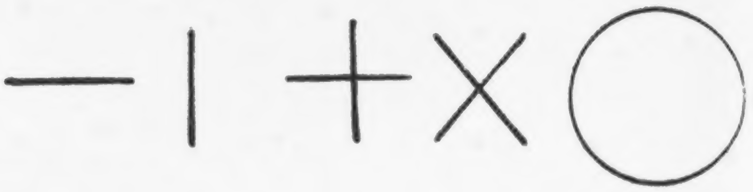
PROCEDURES	MATERIALS & EQUIPMENT
Play the game, "What is missing?" Place objects of various colors in a row. Take objects away one at a time and ask the pupils to identify the color of the object that is missing.	
Teach light tracking. Use a flashlight to bounce a beam on the wall, ceiling, or floor. Ask the pupils to follow the beam with their eyes.	Flashlight
Play, "We follow the ball." Line the pupils up in a row. Roll a ball in front of them while they track with their eyes, holding their heads stationary. Roll the ball at different speeds.	Basketball, volleyball, large rubber ball, or softball
Teach chalkboard tracing. Draw lines on the chalkboard and ask the pupils to trace figures with the finger while sitting at the desk.	
Teach paper tracking. Draw various shapes, letters, lines, etc. on paper. Have the pupils trace on onion skin paper.	Paper, onion skin paper, crayons, paper clips
Show pupils cutouts of various shapes. Ask them to match the shapes. Teach the pupils the names of the shapes. Present a series of shapes to the pupils. Ask a pupil to identify the shape that is different. Place the shapes in rows. Take one away and ask the pupils to identify the shape that is missing.	T.V. Video Tape "Shapes at the Bakery" Ideal chart Cut out shapes Flannel board Various shapes
Use a doll house. Ask the pupils to arrange furniture in the doll house. Talk about the placement of furniture. Discuss the placement of the furniture in the doll house. Ask the pupils to identify the objects in front and in the back.	Doll house Furniture
Provide similar objects such as, marbles, screws, buttons, and pegs. Ask the pupils to sort them according to types.	Marbles, screws, buttons, and pegs.
Present pictures of people or things with parts missing. Ask the pupils to identify the part that is missing.	
Complete dotted shapes, as,	Paper, crayons, various shapes to copy:



ACTIVITIES **PROCEDURES**

LEARNINGS: Visual Perception — Learning to be Aware of the Sense of Vision (continued)

Tracing shapes. Have the pupils trace, with fingers, v
shapes and then reproduce the shapes:



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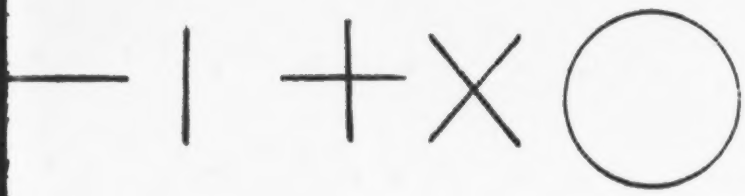
SENSORY AND PERCEPTUAL TRAINING

PRIMARY

PROCEDURES **MATERIALS & EQUIPMENT**

to be Aware of the Sense of Vision (continued)

shapes. Have the pupils trace, with fingers, various nd then reproduce the shapes:



SENSORY AND PERCEPTUAL TRAININ

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNING: Gustatory — Learning to be Aware of the Sense of Taste	
Presenting activities to develop the awareness of the sense of taste, such as,	
Identifying foods by taste	Play the game, "What did you taste?" Ask the pupi his eyes. Present various foods to him and have him the food by taste.
Identifying food categories	Play the game, "How did it taste?" Present various foo some sweet, some sour. Ask the pupils to taste the to tell whether it is sweet or sour.
LEARNINGS: Olfactory — Learning to be Aware of the Sense of Smell	
Presenting activities to develop awareness of the sense of smell, such as,	Discuss the nose and its location.
Teaching a pupil to be aware of the nose and its functions	Discuss the function of the nose. Ask the pupils t the nose and other facial parts and to state the functio part.
Teaching pupils that odors are present	Develop the meaning of odor. Present a pleasant smelling item and an unpleasant item. Ask the pupils to identify which smells good a smells bad.
Developing the fact that odors are meaningful	Discuss the value of odors. Discuss odors of food bein Take a field trip. Ask the pupils to be aware of odo identify them, such as, gas, car exhaust, manhole s Call the odors which are unpleasant, negative. Call which are pleasant, positive. Ask the pupils to na which are positive and odors which are negative. Ask pupils dangerous and nondangerous odors, such as, smoke etc.
Developing the fact that odors and taste are related	Present the pupils with items such as, puddings an Ask the pupils to smell and taste these items. Ask t to tell whether or not both the taste and the smell ar or unpleasant.

SENSORY AND PERCEPTUAL TRAINING

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
e Aware of the Sense of Taste	
the game, "What did you taste?" Ask the pupil to close eyes. Present various foods to him and have him identify ood by taste.	Pickles, tomatoes, lemons, cranberries, and mustard
the game, "How did it taste?" Present various foods, e sweet, some sour. Ask the pupils to taste the food and ll whether it is sweet or sour.	Sugar — vinegar Candy — lemon Cake — pickle
e Aware of the Sense of Smell	
uss the nose and its location.	
uss the function of the nose. Ask the pupils to identify ose and other facial parts and to state the function of each	
lop the meaning of odor.	
ent a pleasant smelling item and an unpleasant smelling . Ask the pupils to identify which smells good and which ls bad.	Perfume Limburger cheese
uss the value of odors. Discuss odors of food being cooked. e a field trip. Ask the pupils to be aware of odors and to tify them, such as, gas, car exhaust, manhole smells, etc. the odors which are unpleasant, negative. Call the odors h are pleasant, positive. Ask the pupils to name odors h are	
tive and odors which are negative. Ask pupils to name erous and nondangerous odors, such as, smoke, flowers,	
ent the pupils with items such as, puddings and cookies. the pupils to smell and taste these items. Ask the pupils ll whether or not both the taste and the smell are pleasant npleasant.	Puddings Cookies

SENSORY AND PERCEPTU
INTERMEDIAT

ACTIVITIES	PROCEDURES
LEARNINGS: Olfactory — Learning to be Aware of the Sense of Smell (c	
	Present the pupils with items such as, gar. Ask the pupils to smell and tast pupils to tell whether or not both the t sant or unpleasant.
Identifying foods by smell	Ask the pupil to close his eyes. Prese and have him identify them by smell.
LEARNINGS: Tactile — Learning to be Aware of the Sense of Touch	
Presenting activities to develop tactuality, the system for getting information from sensory receivers in the skin by means of passive or active contact, such as,	
Teaching identification of characteristics of things that are touched	Play the grab-bag game. Provide a b jects. Name one object and ask a pupil Blindfold the pupil and move him to him to feel over the entire object and to
Developing the feeling of sharp vs. blunt, sticky vs. slick, warm vs. cold	Present to the pupil pieces of materia such as, cotton, felt, wool, velvet, etc. erial and to tell how it feels. Present to the pupil various objects the feel of objects as sharp, blunt, slick, Demonstrate temperature change by Permit the pupils to feel the water w Take walks and ask the pupils to feel see. Point out the sidewalk, gravel, gr Compare and discuss the things the pup
Teaching identification and discrimination of form, the sense of detecting slant of surface, edges and corners, and junctions of surfaces	Teach the pupils the meaning of word "slant." Show pupils a brick and point ner. Ask them to identify corners and Use the see-saw or ramp to identify and down a hill. Point out that a hill i

SENSORY AND PERCEPTUAL TRAINING

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
be Aware of the Sense of Smell (continued)	
sent the pupils with items such as, cod liver oil and vine- . Ask the pupils to smell and taste these items. Ask the ils to tell whether or not both the taste and smell are plea- t or unpleasant.	Cod liver oil Vinegar
the pupil to close his eyes. Present various foods to him have him identify them by smell.	Puddings Meat
Aware of the Sense of Touch	
the grab-bag game. Provide a bag containing many ob- s. Name one object and ask a pupil to pick it out of the bag. ndfold the pupil and move him to a chair, table, etc. Ask to feel over the entire object and to identify it.	Alphabet letters, circles, squares, ruler, ball, material or cloth, pencil Tricycle, bookcase, door, desk, telephone, lightswitch, wall, radiator
sent to the pupil pieces of materials of different textures, n as, cotton, felt, wool, velvet, etc. Ask him to feel the mat- l and to tell how it feels.	Cotton, felt, and wool
sent to the pupil various objects and ask him to identify feel of objects as sharp, blunt, slick, etc.	Pointed stick, nail, scissors, fork, knife, tongs, broken plate, etc.
nonstrate temperature change by melting ice with heat. mit the pupils to feel the water when it is cold, then hot.	Ice, water, oven, or light bulb.
e walks and ask the pupils to feel some of the things they Point out the sidewalk, gravel, grass, sand, and dirt. npare and discuss the things the pupils find.	
ch the pupils the meaning of words, "corner," "edge," and nt." Show pupils a brick and point out the edge and the cor- Ask them to identify corners and edges in the classroom. the see-saw or ramp to identify a slant. Take a walk up down a hill. Point out that a hill is a slant of the earth.	Bricks, see-saw, ramp, table, desk

SENSORY AND PERCEPTUAL TR

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Tactile — Learning to be Aware of the Sense of Touch (continued)	
Teaching pupils to identify and discriminate weight as being heavy or light	Teach the meaning of the words "heavy" and " to the pupils objects of various weights, such a balls, balloon, etc. Ask the pupils to tell whether the object is he Ask a pupil to place one object in one hand and in the other hand, and to state which object is he one is light.
Teaching identification of temperature	Discuss changes in air temperature. Demonstr of blowing, Ask the pupils to blow pieces of ti seedpods, etc., and note the result. Take the playground while the wind is blowing. Ask th wind, then turn around and note the difference.
LEARNINGS: Kinethesis — Learning to be Aware of the Sense of Movement	
Providing activities for the development of kinesthesis, the sense that informs one of the movements of the body or of its parts, such as,	
Learning to roll, the ability to roll one's body in a controlled manner	Instruct the pupils to put one hand over the he the other one at the side. Roll from side to side. Instruct the pupils to clasp hands over head and then left. Place one pupil on the edge of a blanket with over the head. Have other pupils grasp the edge and roll the first pupil out.
Developing the ability to sit erect in normal position without support or constant reminding	Provide objects of different sizes on which the such as, boxes of different sizes, armchairs, b backs, stools, pillows, or mats. Ask the pupils t ferent objects for ten seconds or longer. Ask the pupils to balance books on their head
Developing the ability to crawl on hands and knees in a smooth coordinated way and to creep	Teach the pupils to creep by giving the followi Place hands under the chest. Move elbows and ward with stomach touching the floor. Prepare an obstacle course; such as, under chairs, over boxes, etc. Ask the pupils to crawl over the obstacle cours or tape in a pattern on the floor. Have the pupi ing the pattern on the floor, then creep over the

SENSORY AND PERCEPTUAL TRAINING

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
be Aware of the Sense of Touch (continued)	
Teach the meaning of the words "heavy" and "light." Present to the pupils objects of various weights, such as, brick, cloth, balls, balloon, etc. Ask the pupils to tell whether the object is heavy or light. Ask a pupil to place one object in one hand and another object in the other hand, and to state which object is heavy and which one is light.	Brick, bean bags, ball, book, weights, bucket of sand or dirt, water in container, cotton
Discuss changes in air temperature. Demonstrate the result of blowing, Ask the pupils to blow pieces of tissue, dandelion seedpods, etc., and note the result. Take the pupils to the playground while the wind is blowing. Ask them to face the wind, then turn around and note the difference.	Balloon, tissue paper, dandelion seedpods, and windmills.
to be Aware of the Sense of Movement	
Instruct the pupils to put one hand over the head and to hold the other one at the side. Roll from side to side. Instruct the pupils to clasp hands over head and roll right and then left. Place one pupil on the edge of a blanket with hands clasped over the head. Have other pupils grasp the edge of the blanket and roll the first pupil out.	
Provide objects of different sizes on which the pupils can sit, such as, boxes of different sizes, armchairs, benches without backs, stools, pillows, or mats. Ask the pupils to sit on the different objects for ten seconds or longer.	Boxes of different sizes, benches without backs, pillows, mats, stools, or armchairs
Ask the pupils to balance books on their heads while sitting.	Books and chairs
Teach the pupils to creep by giving the following instructions: Place hands under the chest. Move elbows and hips. Move forward with stomach touching the floor.	
Prepare an obstacle course; such as, under tables, around chairs, over boxes, etc.	Chairs, tables, and boxes
Ask the pupils to crawl over the obstacle course. Place a string or tape in a pattern on the floor. Have the pupils crawl following the pattern on the floor, then creep over the path.	String or tape

SENSORY AND PERCEPTUAL TRAINING

INTERMEDIATE

LEARNINGS: Kinethesis — Learning to be Aware of the Sense of Movement (continued)

ACTIVITIES	PROCEDURES
Developing good patterns of walking, the ability to walk in coordinated fashion without support	Instruct the pupils to look where they are going and to walk forward, backward, and sideways over a straight path, curved path, obstacle course, and up and down steps. Play a march record and instruct the pupils to walk or march to the music or beat. Instruct the pupils to walk on tiptoe, forwards, backwards, and sideways.
Developing the ability to run	Refer to P.E. Activities
Developing the ability to throw with a reasonable degree of accuracy	Permit the pupils to practice throwing a softball back and forth underhanded and then overhanded. Teach the pupils to cup the ball in the hand and to throw a tennis ball from person to person. Provide a cardboard box for the empty box throw. Remove the bottom of the box and place one side of the box on a chair. Have the pupils throw the ball through the box without hitting the box. Start with a large box and gradually change to smaller boxes.
Developing the ability to jump over simple obstacles without falling	Draw a line and ask the pupils to jump forward and backwards over it. Refer to P.E. section for further activities.
Teaching the use of muscles	Give the following instructions: Sit on a chair and hold the chair seat. Place legs apart and move each in circles. Change size and directions of circles on command.

LEARNINGS: Auditory Perception — Learning to Become Aware of the Sense of Hearing

ACTIVITIES	PROCEDURES
Presenting activities to develop auditory perception, the ability to receive and understand sounds, such as,	
Teaching pupils to receive and differentiate sounds	Play the game, "What is it?" Blindfold the pupils, make a sound, and ask the pupils to identify it. Play the game, "What do you hear?" Tape record various sounds of the environment. Ask the pupils to identify sounds, such as, truck, siren, cow, sheep, footsteps, saw, bird, singing, rainfall, and thunder. Use the various noise making activities and objects. Play or make loud and soft noises with each.

SENSORY AND PERCEPTUAL TRAINING
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
g to be Aware of the Sense of Movement (continued)	
Instruct the pupils to look where they are going and to walk forward, backward, and sideways over a straight path, curved path, obstacle course, and up and down steps.	Obstacle course Steps
Play a march record and instruct the pupils to walk or march to the music or beat.	
Instruct the pupils to walk on tiptoe, forwards, backwards, and sideways.	
Refer to P.E. Activities	
Permit the pupils to practice throwing a softball back and forth underhanded and then overhanded.	Softball
Teach the pupils to cup the ball in the hand and to throw a tennis ball from person to person.	Tennis ball or small rubber ball
Provide a cardboard box for the empty box throw.	
Remove the bottom of the box and place one side of the box on a chair.	Graduated sizes of cardboard boxes with bottoms removed and balls or bean bags
Have the pupils throw the ball through the box without hitting the box. Start with a large box and gradually change to smaller boxes.	
Draw a line and ask the pupils to jump forward and backwards over it. Refer to P.E. section for further activities.	Tape or chalk
Give the following instructions: Sit on a chair and hold the chair seat. Place legs apart and move each in circles. Change size and directions of circles on command.	
— Learning to Become Aware of the Sense of Hearing	
Play the game, "What is it?" Blindfold the pupils, make a sound, and ask the pupils to identify it. Play the game, "What do you hear?" Tape record various sounds of the environment. Ask the pupils to identify sounds, such as, truck, siren, cow, sheep, footsteps, saw, bird, singing, rainfall, and thunder.	
Use the various noise making activities and objects. Play or make loud and soft noises with each.	Record player, bells, radio, clock, watch

SENSORY AND PERCEPTUAL TRAIN

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Auditory Perception — Learning to Become Aware of the Sense of H	
	Ask the pupils to state which sounds are loud sounds are soft. Strike piano keys, harmonica, and guitar. Ask the ferentiate between a high note and a low note.
Teaching pupils about rhythm	Refer to Fine Arts — Music
	If a pupil is inattentive and it is suspected that he ing loss, use the auditory training unit for testing shows that a hearing loss is present, refer the m supervisor.
Teaching the meaning of sounds	Teach warning sounds. Refer to Health and Safety.
Developing understanding of what words mean	Teach the pupils to identify a basic noun vocabu bee, bush, telephone pole, windowsill, sidewal lizard. Teach the pupils to identify a basic verb vocabu twist, turn, tell, pick, break, plant.
Teaching pupils to understand and follow commands	Play the game, "Do what I ask." Give commands s your hands on your head." "Open the door." "V book and bring it to me."
Developing auditory memory, the ability to recall in correct sequence, as	
Short term memory	Ask the pupils to repeat numbers and alphabet s 5-8-2, 1-6-3, l-r-s, p-a-q, b-k-p. Move to repetition of moderate length sentences.
Long term memory	Ask a pupil to recall activities from yesterday. Ask a pupil to tell a story he saw on television.
LEARNINGS: Visual Perception — Learning to be Aware of the Sense of Vision	
Presenting activities to develop visual perception, the ability to receive and interpret visual stimuli, such as,	Follow the suggestions in visual perception kits, i vailable Use the suggestions in this guide as su activities.

SENSORY AND PERCEPTUAL TRAINING

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
— Learning to Become Aware of the Sense of Hearing (continued)	
Ask the pupils to state which sounds are loud and which sounds are soft.	
Strike piano keys, harmonica, and guitar. Ask the pupil to differentiate between a high note and a low note.	Bells, harmonica, pitch pipe, Rhythm Instrument Kit
Refer to Fine Arts — Music	
If a pupil is inattentive and it is suspected that he has a hearing loss, use the auditory training unit for testing. It the test shows that a hearing loss is present, refer the matter to the supervisor.	
Teach warning sounds. Refer to Health and Safety.	
Teach the pupils to identify a basic noun vocabulary such as bee, bush, telephone pole, windowsill, sidewalk, peacock, lizard.	Pictures of various objects
Teach the pupils to identify a basic verb vocabulary such as twist, turn, tell, pick, break, plant.	
Play the game, "Do what I ask." Give commands such as "Put your hands on your head." "Open the door." "Walk to the book and bring it to me."	
Ask the pupils to repeat numbers and alphabet such as 4-9-7, 5-8-2, 1-6-3, l-r-s, p-a-q, b-k-p.	
Move to repetition of moderate length sentences.	
Ask a pupil to recall activities from yesterday.	
Ask a pupil to tell a story he saw on television.	
Learning to be Aware of the Sense of Vision	
Follow the suggestions in visual perception kits, if such are available Use the suggestions in this guide as supplementary activities.	Frostic Program for the Development of Visual Perception Fairbanks-Robinson Program #1 Level 1 and Level 2 Dubnoff School Program, 1 and 2 The Remediation of Learning Disabilities (See materials section for further references)

SENSORY AND PERCEPTUAL TRA

INTERMEDIATE

LEARNINGS: Visual Perception — Learning to be Aware of the Sense of Vision (c

ACTIVITIES	PROCEDURES
Developing visual acuity, the ability to identify objects that are seen	Place various objects such as, food, toys, etc., tances from the pupil up to 20 feet away. Ask name and describe the objects. Provide blocks, pegs, marbles, etc. of various pupils to match like colors. Teach the pupils colors. Play the game, "What color is missing." Place ious colors in a row. Take one color away and as identify the color that is missing.
Developing visual coordination, the ability to follow with eyes objects as they move.	Teach light tracking. Use a flashlight to bounce wall, ceiling, or floor. Ask the pupils to follow their eyes. Play the game "We follow the ball." up in a row. Roll a ball in front of them whil with their eyes. Roll the ball at different speeds. Play visual tracking games, such as jacks. Refer to P.E. section. Teach chalkboard tracking. Draw lines on the ask pupils to trace with fingers while seated at Teach paper tracking. Draw various shapes, let lines on paper. Have the pupils trace on onion
Developing visual form discrimination, the ability to identify forms and symbols.	Draw various shapes, lines, and letters on pap pupils to match the shapes. Ask the pupils to name the shapes mentioned the diamond and oval shapes to the pupils. N and teach the pupils the names of the shapes. Present a series of shapes to the pupils with one the rest. Ask the pupils to identify the one th Play the game, "What shape is missing?" Pla row. Take one away. Ask the pupils to identify is missing. For number and alphabet discrimination, refe academics.
Developing figure-ground discrimination, the ability to perceive foreground from background	Teach form discrimination. Ask the pupils to i round objects in the room, all the square object Give experience in tracing 2 and 3 dimensional fingers. Give experience in sorting. Provide many simil as marbles, screws, buttons, pegs, etc. Ask the similar objects into different piles.

SENSORY AND PERCEPTUAL TRAINING
INTERMEDIATE

on — Learning to be Aware of the Sense of Vision (continued)

PROCEDURES	MATERIALS & EQUIPMENT
Place various objects such as, food, toys, etc., at various distances from the pupil up to 20 feet away. Ask the pupils to name and describe the objects.	Football, basketball, toy car, toy horse, vase, alphabet letters.
Provide blocks, pegs, marbles, etc. of various colors. Ask the pupils to match like colors. Teach the pupils the names of colors.	Navy blue, tan, turquoise,
Play the game, "What color is missing." Place objects of various colors in a row. Take one color away and ask the pupils to identify the color that is missing.	Navy blue, tan, turquoise, Three through eight colors
Teach light tracking. Use a flashlight to bounce a beam on the wall, ceiling, or floor. Ask the pupils to follow the light with their eyes. Play the game "We follow the ball." Line the pupils up in a row. Roll a ball in front of them while they track it with their eyes.	Flashlight Softball, tennis ball, or a small rubber ball
Roll the ball at different speeds.	
Play visual tracking games, such as jacks.	Jacks set
Refer to P.E. section.	
Teach chalkboard tracking. Draw lines on the chalkboard and ask pupils to trace with fingers while seated at their desks.	
Teach paper tracking. Draw various shapes, letters, sizes, and lines on paper. Have the pupils trace on onion skin paper.	Onion skin paper, crayons, paper clips
Draw various shapes, lines, and letters on paper and ask the pupils to match the shapes.	Flannel board shapes Cut out shapes
Ask the pupils to name the shapes mentioned above. Present the diamond and oval shapes to the pupils. Name the shape and teach the pupils the names of the shapes.	Various shapes
Present a series of shapes to the pupils with one different from the rest. Ask the pupils to identify the one that is different.	
Play the game, "What shape is missing?" Place shapes in a row. Take one away. Ask the pupils to identify the shape that is missing.	Various shapes
For number and alphabet discrimination, refer to functional academics.	
Teach form discrimination. Ask the pupils to identify all the round objects in the room, all the square objects, etc.	
Give experience in tracing 2 and 3 dimensional forms with the fingers.	Circle, ball, block, cube, square, pyramid, triangles.
Give experience in sorting. Provide many similar objects such as marbles, screws, buttons, pegs, etc. Ask the pupils to sort similar objects into different piles.	Marbles, screws, buttons, pegs, and bolts

SENSORY AND PERCEPTUAL TRAININ

INTERMEDIATE

ACTIVITIES

PROCEDURES

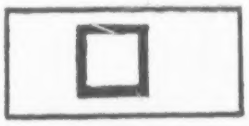
LEARNINGS: Visual Perception — Learning to be Aware of the Sense of Vision (continu

Provide pictures of various objects with parts missin the pupils identify the part or parts that are missing.

Teaching pupils to cut

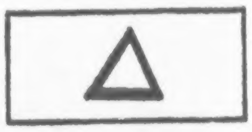
Instruct pupils to follow this progression in cutting

Cut a square.

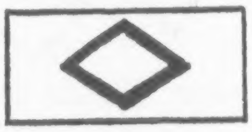


Cut a rectangle.

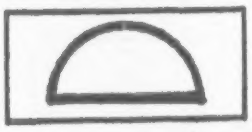
Cut a triangle.



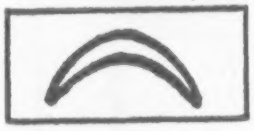
Cut a diamond.



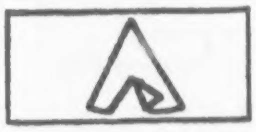
Cut a half-circle.



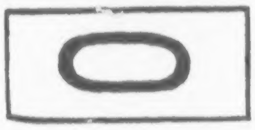
Cut a cresent.



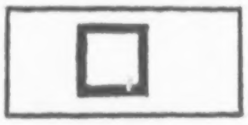
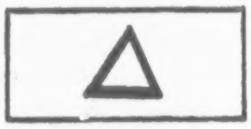
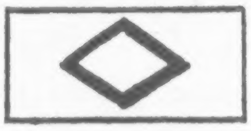
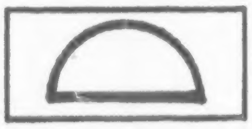
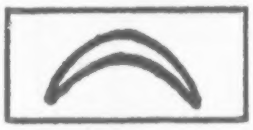
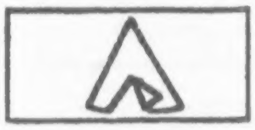
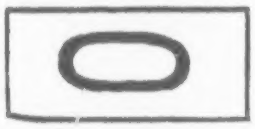
Cut a teepee.



Cut an oval.



SENSORY AND PERCEPTUAL TRAINING
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
earning to be Aware of the Sense of Vision (continued)	
Provide pictures of various objects with parts missing. Have the pupils identify the part or parts that are missing.	Coat with buttons missing. Leg without knee Purse without clasp Door without knob
nstruct pupils to follow this progression in cutting shapes:	
Cut a square. 	Scissors, paper with marked square
Cut a rectangle.	Scissors, paper with marked rectangle
Cut a triangle. 	Scissors, paper with marked triangle
Cut a diamond. 	Scissors, paper with marked diamond
Cut a half-circle. 	Scissors, paper with marked half-circle
Cut a cresent. 	Scissors, paper with marked crescent
Cut a teepee. 	Scissors, paper with marked teepee
Cut an oval. 	Scissors, paper with marked oval

SENSORY AND PERCEPTUAL TRAIN

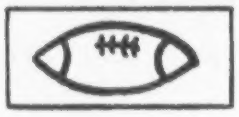
INTERMEDIATE

ACTIVITIES

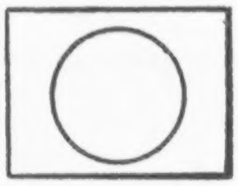
PROCEDURES

LEARNINGS: Visual Perception — Learning to be Aware of the Sense of Vision (con

Cut a football.

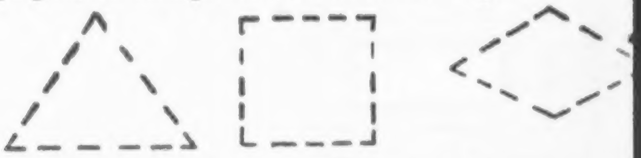


Cut a circle.

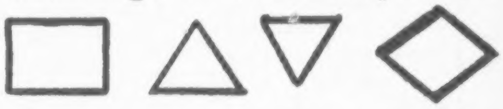


Developing visual motor coordination, the ability to coordinate vision and fine motor movement

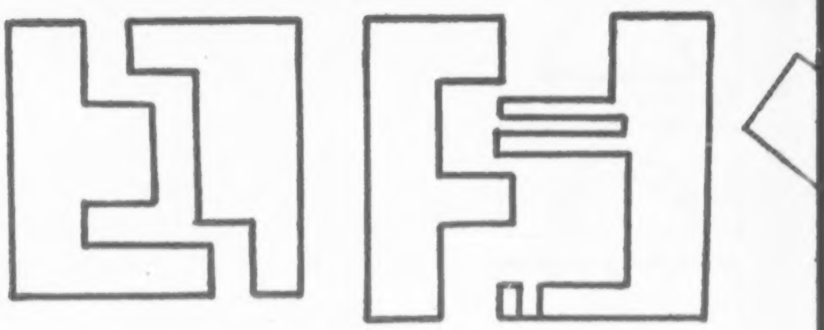
Instruct pupils to complete the dotted shapes



Demonstrate tracing shapes. Show the pupils h various shapes with fingers and then reproduce th



Provide several pictures of mazes. Teach the pu draw through a maze.

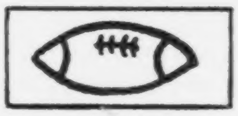
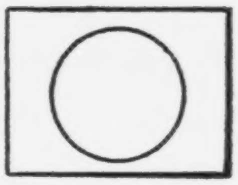
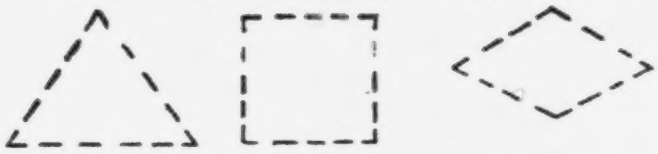
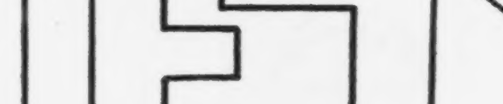
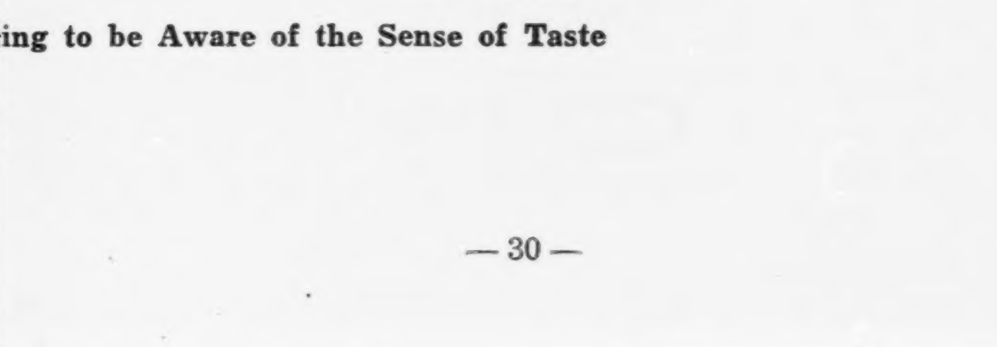


LEARNINGS: Gustatory — Learning to be Aware of the Sense of Taste

Presenting activities to develop the awareness of the sense of taste, such as;

SENSORY AND PERCEPTUAL TRAINING

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
— Learning to be Aware of the Sense of Vision (continued)	
Cut a football. 	Scissors, paper with marked football
Cut a circle. 	Scissors, paper with marked circle
Instruct pupils to complete the dotted shapes 	Crayons, paper, various shapes to color copy
Demonstrate tracing shapes. Show the pupils how to trace various shapes with fingers and then reproduce them; such as, 	
Provide several pictures of mazes. Teach the pupils how to draw through a maze. 	Mazes, crayons, pencil

ing to be Aware of the Sense of Taste

ACTIVITIES	PROCEDURES
LEARNINGS: Gustatory — Learning to be Aware of the Sense of Taste (continued)	
Identifying food by taste	Blindfold a pupil. Present various foods to him and ha identify them by taste.
Identifying food categories	Ask a pupil to close his eyes and taste the food prese him. Present food to him, some of which is sweet an is sour. Ask him to identify which is which.
LEARNINGS: Olfactory — Learning to be Aware of the Sense of Smell	
Presenting activities to develop the awareness of the sense of smell, such as,	
Teaching a pupil awareness of the nose and its function	Ask a pupil to hold his nose and attempt to smell by other facial parts and vice versa.
Teaching a pupil that odors are present	Develop the meaning of odor by presenting various sub that have an odor, such as perfume, cinnamon, etc. Present various substances that have odors and have th identify these odors as sweet, sour, and strong. Blindfold the pupil and ask him to identify odors wh presented to him. Ask the pupils to group objects according to odors. Str fact that odors are meaningful. Discuss what odors mig Ask the pupils to identify dangerous odors while blind
Developing the concept that odors and taste are related	Present pupils with items such as peppermint candy an les. Ask the pupils to tell whether both the taste and th are pleasant or unpleasant.
Identifying food by smell	Instruct the pupil to close his eyes. Present various f him and have him identify the food by smell. Plan and eat lunches that smell, such as salad with d balogna sandwich with mustard or catsup.
LEARNINGS: Tactile — Learning to be Aware of the Sense of Touch	
Presenting activities to develop tactuality, the system for getting information from sensory receivers in the skin by means of passive or active contact, such as,	

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PROCEDURES	MATERIALS & EQUIPMENT
g to be Aware of the Sense of Taste (continued)	
Blindfold a pupil. Present various foods to him and have him identify them by taste.	Bland foods, eggs, bread, carrots, noodles
Ask a pupil to close his eyes and taste the food presented to him. Present food to him, some of which is sweet and some is sour. Ask him to identify which is which.	Pudding — sauerkraut Cake — pickle Fruit syrup — grapefruit
g to be Aware of the Sense of Smell	
Ask a pupil to hold his nose and attempt to smell by holding other facial parts and vice versa.	Perfume
Develop the meaning of odor by presenting various substances that have an odor, such as perfume, cinnamon, etc.	
Present various substances that have odors and have the pupil identify these odors as sweet, sour, and strong.	Flowers, fruit, rubbing alcohol, pepper
Blindfold the pupil and ask him to identify odors which are presented to him.	
Ask the pupils to group objects according to odors. Stress the fact that odors are meaningful. Discuss what odors might tell. Ask the pupils to identify dangerous odors while blindfolded.	Car exhaust, smoke
Present pupils with items such as peppermint candy and pickles. Ask the pupils to tell whether both the taste and the smell are pleasant or unpleasant.	Peppermint candy, pickles
Instruct the pupil to close his eyes. Present various foods to him and have him identify the food by smell.	Melted butter, cocoa, salted dressing, vinegar and oil,
Plan and eat lunches that smell, such as salad with dressing, balogna sandwich with mustard or catsup.	French or Italian dressing. Various foods for lunch
o be Aware of the Sense of Touch	

SENSORY AND PERCEPTUAL TR

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ACTIVITIES	PROCEDURES
LEARNINGS: Tactile — Learning to be Aware of the Sense of Touch (continued	
Using hands to feel	Play the grab bag game. Provide a bag co which have a similar feel. Name one object have the pupil find it.
Identifying the "feel" of common objects	Provide two containers containing identical c scraps of material, small toys, etc. Blindfold th him to reach into one container and choose ask him to reach into the second container an which feels like the first object chosen.
	Review the identification of the feel of all of sented at the primary and the intermediate leve
Learning identification and discrimination of form	
Detecting the slant of surfaces, edges, corners, and junctions of surfaces	Make parquetry designs to show how edges g tify slants, edges, and corners within the class playground.
Teaching pupils to discriminate weight	Allow pupils to walk through the school or th struct them to lift objects and state whether or light.
Teaching pupils to become aware of changes in air temperature, cooling breezes, hot winds, etc.	Discuss temperature, wind, snow, etc. Ask th what kind of day it is, cold, warm, or hot. Dis ature in the classroom. Discuss the differen function of heaters and air conditioners. Take the day temperature, wind, and wind temperatu
LEARNINGS: Kinesthesis — Learning to be Aware of the Sense of Movement	
Providing activities for the development of kinesthesis, the sense that informs one of the movements of the body or of its parts, such as,	

SENSORY AND PERCEPTUAL TRAINING

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to be Aware of the Sense of Touch (continued)

PROCEDURES	MATERIALS & EQUIPMENT
Play the grab bag game. Provide a bag containing objects which have a similar feel. Name one object in the bag and have the pupil find it.	Triangle, rectangle, leaf, flower, stick, stem, pencil, pen
Provide two containers containing identical objects, such as, scraps of material, small toys, etc. Blindfold the pupil and ask him to reach into one container and choose an object. Then ask him to reach into the second container and find the object which feels like the first object chosen.	
Review the identification of the feel of all of the objects presented at the primary and the intermediate level.	
Make parquetry designs to show how edges go together. Identify slants, edges, and corners within the classroom and on the playground.	Parquetry puzzles Bricks, see-saw, ramp, table, desk, etc.
Allow pupils to walk through the school or the classroom. Instruct them to lift objects and state whether they are heavy or light.	
Discuss temperature, wind, snow, etc. Ask the pupils to state what kind of day it is, cold, warm, or hot. Discuss the temperature in the classroom. Discuss the difference between the function of heaters and air conditioners. Take a walk. Discuss the day temperature, wind, and wind temperature.	

ing to be Aware of the Sense of Movement

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LEARNINGS: Kinesthesis — Learning to be Aware of the Sense of Movement (continued)

ACTIVITIES	PROCEDURES
Developing the ability to sit erect in normal position without support or constant reminding	Permit the pupils to practice balancing a book on their while sitting. Place a board between two chairs. Give the pupils tu sitting erect on this board while keeping their feet off th
Developing the ability to walk erect in a coordinated fashion without support	Line the pupils up in a row. Give commands to walk toe forward, backward, or sideways.
Developing awareness of body imagery, a person's awareness of his place and size in space	Blindfold pupils and give the same commands as above.
Developing the ability to throw with a reasonable degree of accuracy	Teach the box throw. Remove the bottom from a car box and place the box on the side on a chair. Have th throw a ball through the box without hitting the box. with a large box and gradually change to smaller b Practice the one-legged throw. Instruct the pupils to sta one leg and throw the ball into the box, then, switch le throw again.
Developing the ability to jump over simple obstacles without falling	Teach the use of a jumping rope. Refer to P. E. secti directions and for suggestions of further activities.
Teaching pupils to use muscles to perform physical tasks	Use activities, such as, sit-ups, push-ups, weights, etc. Refer to P. E. section for further activities.

LEARNINGS: Auditory Perception — Learning to Become Aware of the Sense of Hearing

ACTIVITIES	PROCEDURES
Presenting activities to develop auditory perception, the ability to receive and understand sounds and their meanings, such as,	
Teaching pupils to receive and differentiate sounds	Play the game, "What is it?" Blindfold the pupils. M sound and ask the pupils to identify it. If a pupil is inatt and it is suspected that he has a hearing loss, use the au training unit for testing. If the test shows that a heari is present, refer the matter to the supervisor. Play the

SENSORY AND PERCEPTUAL TRAINING

ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
to be Aware of the Sense of Movement (continued)	
ermit the pupils to practice balancing a book on their heads hile sitting.	
lace a board between two chairs. Give the pupils turns in tting erect on this board while keeping their feet off the floor.	
ine the pupils up in a row. Give commands to walk or tip e forward, backward, or sideways.	
lindfold pupils and give the same commands as above.	Blindfolds
each the box throw. Remove the bottom from a cardboard ox and place the box on the side on a chair. Have the pupil hrow a ball through the box without hitting the box. Start ith a large box and gradually change to smaller boxes.	Graduated boxes with bottoms removed. Balls or bean bags
ractice the one-legged throw. Instruct the pupils to stand on ne leg and throw the ball into the box, then, switch legs and row again.	
each the use of a jumping rope. Refer to P. E. section for irections and for suggestions of further activities.	
se activities, such as, sit-ups, push-ups, weights, etc. efer to P. E. section for further activities.	
Learning to Become Aware of the Sense of Hearing	
lay the game, "What is it?" Blindfold the pupils. Make a ound and ask the pupils to identify it. If a pupil is inattentive nd it is suspected that he has a hearing loss, use the auditory aining unit for testing. If the test shows that a hearing loss s present, refer the matter to the supervisor. Play the game,	Walking, running, tapping, pouring, opening bottle, beating erasers, snapping lights on, moving desk or chair, clearing throat.

SENSORY AND PERCEPTUAL TRA

ADVANCED

LEARNINGS: Auditory Perception — Learning to Become Aware of the Sense of H

ACTIVITIES	PROCEDURES
	"What do you hear?" Play tape recording of of the environment, such as, fire drill, fire crac ing, water rushing, hail, wind, car door slamm etc. Ask the pupils to identify them. Use various noise-making activities and objects. loud and soft noises with each. Ask the pupils between loud and soft. Teach the meaning of Strike piano keys, harmonica, or guitar. Ask the tify high notes and low notes. Ask the pupils t and low notes.
Teaching pupils about rhythm	Refer to Fine Arts — Music
Teaching pupils to listen and to understand what sounds mean	Discuss warning sounds. Urge the pupils to follo made by sound.
Developing an understanding of what words mean	Teach the pupil to identify a basic noun vocab fire extinguisher, restroom, dentist, doctor, stadi train track, plastic. Teach the pupil to understand a basic verb vo as, direct, tackle, slip, slide, shout, hand, fix.
Teaching pupils to listen, to understand, and to follow commands	Play the game, "Do what I ask." Use such com derline the biggest circle on the board." "Sit d a pencil." and "Open your book."
Teaching pupils to repeat what was said	Ask the pupils to repeat numbers and alpha spoken. Give a series of numbers and alphabet; s 1-3-5-8, 2-5-9-12, 2-4-6-9-12, s-w-r-z, p-c-d-k Move on to repetition of long sentences. Ask one pupil to tell his telephone number and pupils repeat it.

LEARNINGS: Visual Perception — Learning to be Aware of the Sense of Vision

ACTIVITIES	PROCEDURES
Presenting activities to develop visual perception, the ability to receive and interpret visual stimuli, such as,	Follow the suggestions in visual perception ki available. Use the suggestions in this guide as activities.

RY AND PERCEPTUAL TRAINING

ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
ecome Aware of the Sense of Hearing (continued)	
hear?" Play tape recording of various sounds ent, such as, fire drill, fire cracking, hammer- ing, hail, wind, car door slamming, whistling, ils to identify them.	Sources of Sound: Audiovisual Consultant, State Schools for Retarded Children will provide tapes if necessary
se-making activities and objects. Play or make oises with each. Ask the pupils to differentiate nd soft. Teach the meaning of low and high. s, harmonica, or guitar. Ask the pupils to iden- and low notes. Ask the pupils to sing the high	Piano, bells, harmonica, guitar, pitch pipe
ts — Music	
g sounds. Urge the pupils to follow the warning	
l to identify a basic noun vocabulary, such as, r, restroom, dentist, doctor, stadium, tow truck, tic.	Pictures of various objects
l to understand a basic verb vocabulary, such , slip, slide, shout, hand, fix.	
"Do what I ask." Use such commands as, "Un- gest circle on the board." "Sit down." "Pick up)pen your book."	
to repeat numbers and alphabet which are eries of numbers and alphabet; such as, 1-4-8-2, , 2-4-6-9-12, s-w-r-z, p-c-d-k tition of long sentences. o tell his telephone number and have the other	
Aware of the Sense of Vision	
gestions in visual perception kits, if such are he suggestions in this guide as supplementary	Frostig Program for the Development of Visual Perception. Fairbanks-Robinson Program, 1 Level 1 and 2 Dubnoff School Program, 1 and 2 Remediation of Learning Disabilities

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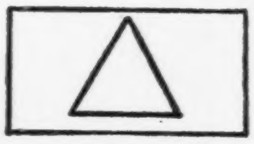
ADVANCED

LEARNINGS: Visual Perception — Learning to be Aware of the Sense of Vision (

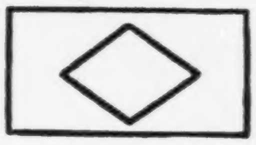
ACTIVITIES	PROCEDURES
Developing visual co-ordination, the ability to follow objects as they move	Teach the pupils to play visual tracking game pong, volley-ball, and Badminton.
Developing visual form discrimination, the ability to identify forms and symbols	Draw various shapes, such as, circle, cross, h etc. Ask the pupils to match them. Teach th shape. Discuss shapes. Ask the pupils to tell different from the one pointed out. Do this with a series of shapes. Play the game, "What shape is missing?" Pl row. Take one away and ask the pupils to iden shape. In teaching number and alphabet discriminatio tional academics.
Developing figure-ground discrimination, the ability to perceive foreground from background	Teach form discrimination. Ask the pupils to i objects in room, then all square, etc. Provide ious objects with parts missing. Ask the pupil missing part.

Teach the pupils to cut out shapes, being car sors properly.
Give instructions to cut out according to th gression:

Cut a triangle.

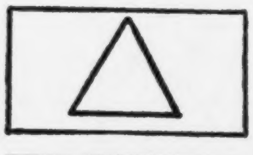
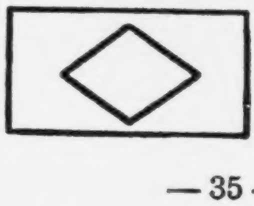


Cut a diamond.



SENSORY AND PERCEPTUAL TRAINING
ADVANCED

n — Learning to be Aware of the Sense of Vision (continued)

PROCEDURES	MATERIALS & EQUIPMENT
Teach the pupils to play visual tracking games, such as, ping-pong, volley-ball, and Badminton.	Ping-pong, volley-ball, and Badminton
Draw various shapes, such as, circle, cross, hexagon, triangle, etc. Ask the pupils to match them. Teach the name of each shape. Discuss shapes. Ask the pupils to tell which shape is different from the one pointed out. Do this with a series of shapes.	
Play the game, "What shape is missing?" Place shapes in a row. Take one away and ask the pupils to identify the missing shape.	Various shapes
In teaching number and alphabet discrimination, refer to functional academics.	
Teach form discrimination. Ask the pupils to identify all round objects in room, then all square, etc. Provide pictures of various objects with parts missing. Ask the pupils to identify the missing part.	Flower with missing petal Bike without handlebars Watch without hands Typewriter without keys Scissors without one blade Book without pages
Teach the pupils to cut out shapes, being careful to use scissors properly. Give instructions to cut out according to the following progression:	
Cut a triangle. 	Scissors, paper with marked triangle
Cut a diamond. 	Scissors, paper with marked diamond

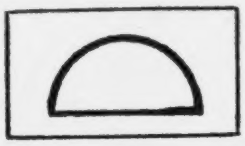
ADVANCED

ACTIVITIES

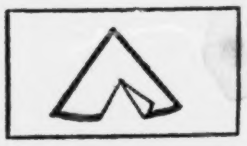
PROCEDURES

LEARNINGS: Visual Perception — Learning to be Aware of the Sense of Vision (continue

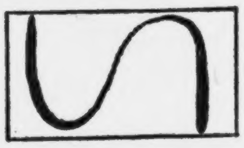
Cut a half-circle.



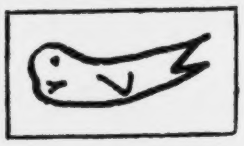
Cut a teepee.



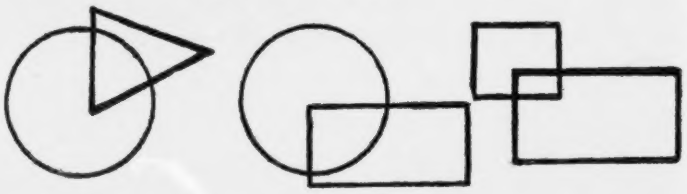
Cut a large "S."



Cut out a porpoise.

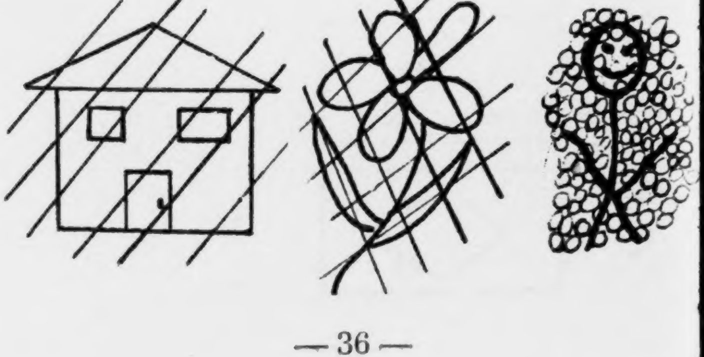


Present pictures with various overlapping shapes. Ask pils to trace and identify each shape.



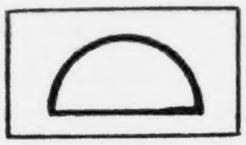
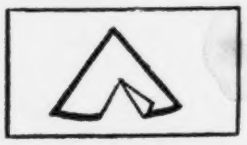
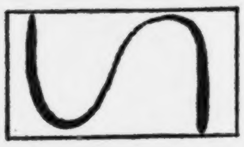
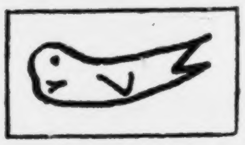
Developing visual motor coordination, the ability to coordinate vision and fine motor movement

Provide pictures containing hidden figures. Ask the p trace with their fingers various shapes seen, and the produce them.

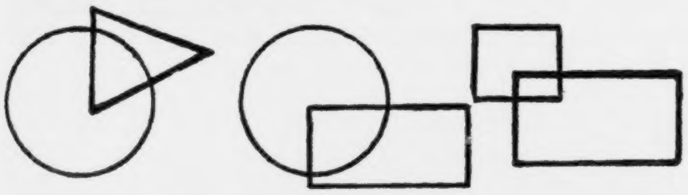


SENSORY AND PERCEPTUAL TRAINING

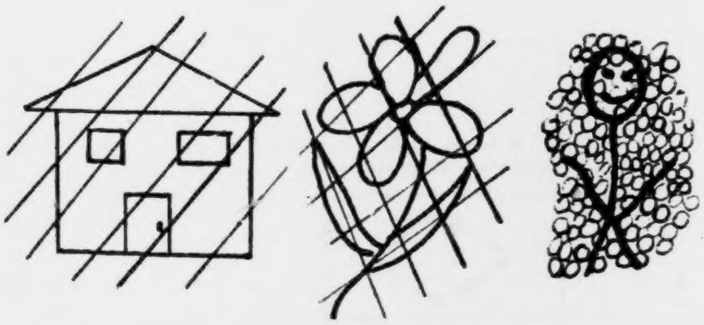
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
g to be Aware of the Sense of Vision (continued)	
alf-circle. 	Scissors, paper with marked half-circle
eepee. 	Scissors, paper with marked teepee
rge “S.” 	Scissors, paper with marked “S”
a porpoise. 	Scissors, paper with marked porpoise

t pictures with various overlapping shapes. Ask the pu-
race and identify each shape.



e pictures containing hidden figures. Ask the pupils to
vith their fingers various shapes seen, and then to re-
e them.



SENSORY AND PERCEPTUAL TRAININ

MATERIALS SECTION

Blackwell-Weilandy Company, 1605 Locust Street, St. Louis, Missouri 63166
No. 7821, Color Recognition Flannel Board Kit — Geometric Designs
No. 7522, Space Relation Cards, Flannel Board Aids
No. 33, Opposite Concepts

Children's Music Center, Inc., 5373 West Pico Boulevard, Los Angeles, California 90019
No. C218D, Songs for Children with Special Needs #1
No. C218M, Songs for Children with Special Needs #2
No. C216, Learning to Listen
No. CE5, A Child's First Record
No. CB98, What's Its Name
No. B98, What's Its Name

Constructive Playthings, 1040 East 85th Street, Kansas City, Missouri 64131
No. 7852, Peg and Shape Sort Board
No. 7856, Geometric Shape Coordination Board
No. 3426, Shapes — Colors and Forms
No. 325, Shape and Size Puzzles — 1 lb. Flowers
No. 324, Shape and Size Puzzles — 1 lb. Pears
No. 323, Shape and Size Puzzles — 1 lb. Apples
No. 311, Shape and Size Puzzles — 1 lb. Boats
No. TA-201, Shape Sorting Box — 4 lb.

Creative Playthings, Inc., Educational Service Department, Princeton, New Jersey 08540
No. DK4000, Perception Laboratory
No. KA389, Perception Plaques — 2 lbs.

Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois, 6065
No. W163, Dyna-Balance Walking Board
No. P122, Parquetry Insert Boards
No. M185, Doubled-handled Scissors
No. P103, Shapes Puzzles
No. P111, Colored Inch Cube Designs
No. P114, Large Parquetry Designs
No. W113, Large Parquetry
No. P150, Pegboard Designs
No. P141, Tracing Designs
No. P143, Dot-To-Dot Pattern Sheets

Follett Educational Corporation, P.O. Box 5705, Chicago, Illinois 60680
No. 3585, Frostig Beginning Pictures and Patterns Student Book
No. 3586, Frostig Beginning Pictures and Patterns Teacher's Guide
No. 3590, Frostig Intermediate Pictures and Patterns Studeent Book
No. 3591, Frostig Intermediate Pictures and Patterns Teacher's Guide
No. 3595, Frostig Advanced Pictures and Patterns Student Book
No. 3596, Frostig Advanced Pictures and Patterns Teacher's Guide
No. 3553, Frostig Transparent Acetate Overlays
No. 3560, Frostig Ditto Masters Program Box
No. 3566, Teacher's Guide for Frostig Remediation Program

SENSORY AND PERCEPTUAL TRAINING

MATERIALS SECTION

Locust Street, St. Louis, Missouri 63166	
Flannel Board Kit — Geometric Designs	$ 2.50
rds, Flannel Board Aids	1.50
	2.50
West Pico Boulevard, Los Angeles, California 90019	
en with Special Needs #1	4.95
ren with Special Needs #2	5.95
n	1.25
cord	1.98
	7.00
	2.50
85th Street, Kansas City, Missouri 64131	
rt Board	3.95
oordination Board	4.95
nd Forms	2.00
zzles — 1 lb. Flowers	1.95
zzles — 1 lb. Pears	1.95
zzles — 1 lb. Apples	1.95
zzles — 1 lb. Boats	1.95
ox — 4 lb.	2.95
nal Service Department, Princeton, New Jersey 08540	
oratory	79.50
es — 2 lbs.	4.50
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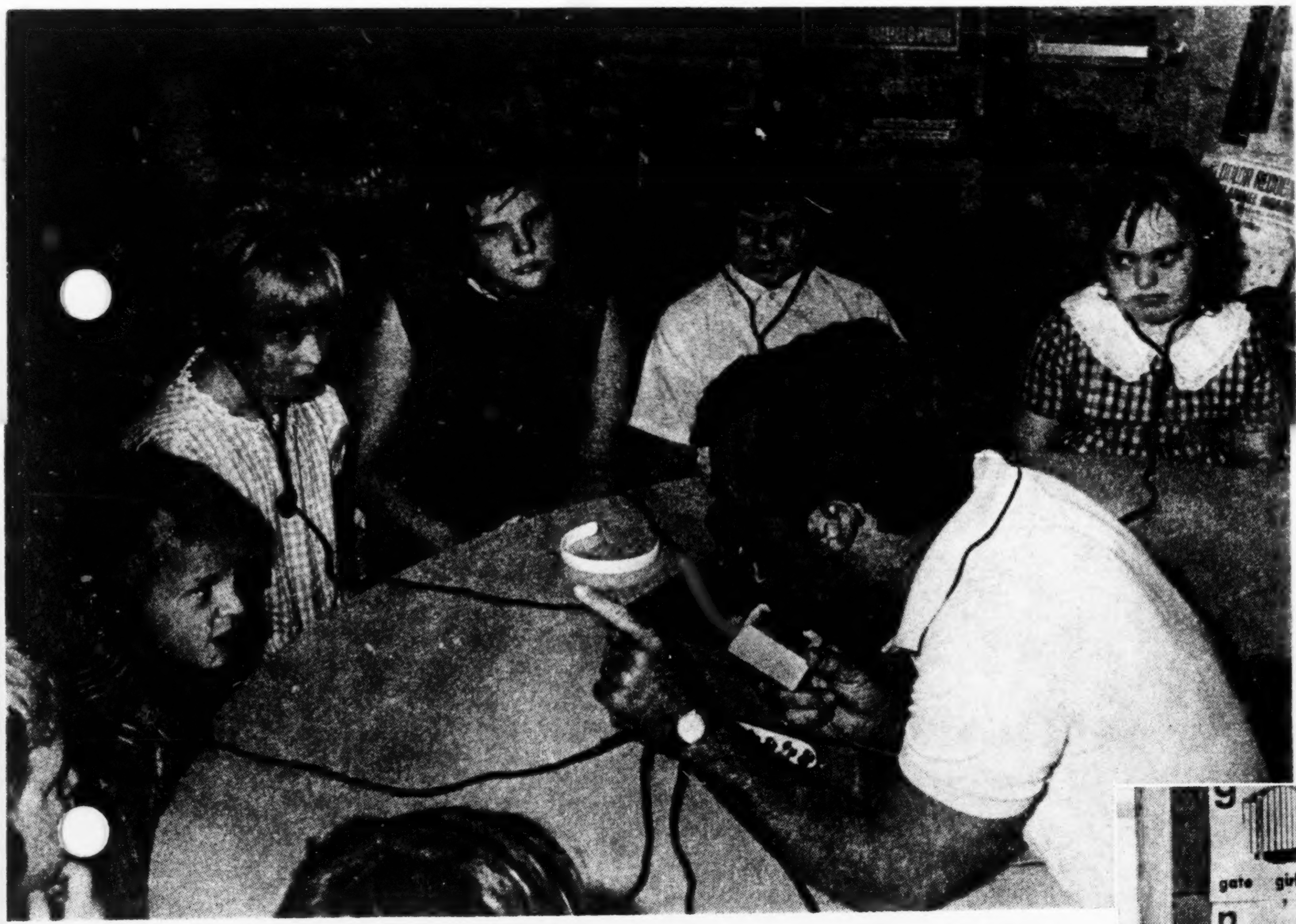

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AREA II ORAL LANGUAGE DEVELOPMENT

COMMITTEE

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	Jimmie McCollum	St. Louis
	Shirley Redinger	O'Fallon

II

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DEVELOPMENT

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ORAL LANGUAGE DEVELOPMENT

INTRODUCTION

The section on Oral Language Development has been included in this curriculum gu of the trainable mentally retarded. The various activities related in the section are to be co tant in the area of speech and language development or a speech specialist who has sufficie development. With the classroom teachers and the clinicians working together, it is hoped Development might prevail.

If we, as normal individuals, wish to give or receive information we may read, write child, your pupil, for all practical purposes, has only the ability to speak or listen. Becaus the skill of reading and writing on a functional level, it is our responsibility to give him t wants, and needs known to those with whom he comes into contact. Therefore, oral langu cerns in the education of the Trainable Mentally Retarded child.

Bernice B. Baumgartner in her book,, **Helping the Trainable Retarded Child,** develo most children pass. These are as follows:

In the first stage of development, the child uses gestures and physical action to get wants to say.

During the second stage, the child attempts to use sound to convey meanings. He at He does manage to vocalize when he is excited and at play. The sounds are characterized less oral play, and partial sounds of the words.

In the third stage, the child imitates sounds, words, and actions. He will imitate hig ing group activities, and possibly repeat single words on request but without meaning for h

During the fourth stage, the child attempts to verbalize with meaning. He typically identifies objects and pictures with one word.

In the fifth stage, the child begins to participate in a group. He repeats words in gro participates in group discussion.

By the final stage, the child converses with others when spoken to first, gives comm occasionally takes the initiative in conversation with adults.

In her six stages of verbal development, Mrs. Baumgartner did not give correspond was omitted for a very simple reason — the wide variation in the abilities of children. Her re determine at approximately what level the pupil is functioning. But at the same time, it doe is underachieving.

For practical purposes then, one can identify and classify the pupil by using normal cha which are listed in the following paragraphs. If one computes the approximate mental age pares this to the chronological age listed on the left of the following charts, one can meas reasoning is possible because the trainable child will function in many of the other areas ac EXAMPLE: Johnny is 12 years old and has an I.Q. of 35. His approximate MA is 4 years = 12 x .35). If one compares his mental age with the chronological age shown on the char on the 4 year level and be using sentences composed of three or four words. However, John and is still using sentences composed of only one word. Conclusion — Johnny is functionin therefore benefit from some individual work by the speech clinician or the teacher under t

LANGUAGE DEVELOPMENT

INTRODUCTION

been included in this curriculum guide for the benefit of the classroom teacher es related in the section are to be conducted under the supervision of a consul- a speech specialist who has sufficient knowledge and training in this area of icians working together, it is hoped that an effective program of Oral Language

eive information we may read, write, speak, or listen. As a Trainable Retarded he ability to speak or listen. Because it is usually beyond his ability to acquire t is our responsibility to give him the oral skills necessary to make his ideas s into contact. Therefore, oral language skills should be one of the chief con- ded child.

he **Trainable Retarded Child,** developed a series of verbal stages through which

gestures and physical action to get people's attention. He pantomimes what he

se sound to convey meanings. He attempts to vocalize but often fails to do so. play. The sounds are characterized by some babbling sounds, use of meaning-

ords, and actions. He will imitate high and low tones in music, the teacher dur- n request but without meaning for him.

erbalize with meaning. He typically uses single words to include all actions and

in a group. He repeats words in group activities, performs before the group, and

ers when spoken to first, gives commands to other children, asks questions, and dults.

Baumgartner did not give corresponding chronological ages for each stage. This ion in the abilities of children. Her research is valuable, however, in that one can nctioning. But at the same time, it does not provide a tool to determine if the child

classify the pupil by using normal charts of articulation and language development omputes the approximate mental age of the child (MA = CA x I.Q./100) and com- f the following charts, one can measure any gross deviation from the norm. This nction in many of the other areas according to his mental age or mental ability. 35. His approximate MA is 4 years and 2 months (MA = CA x I.Q./100 or 4.2 chronological age shown on the charts, one would expect him to be using sounds three or four words. However, Johnny is misusing sounds at the three year level d. Conclusion — Johnny is functioning below his expected speech level. He would eech clinician or the teacher under the supervision of the speech consultant.

The following are the charts of normal articulation and language development:

HENYA ARTICULATION CHART

(Normal Development of Articulation)

Age	Speech Sounds
3	p, b, m, h, w,
4	t, d, n, k, g
5	f, ng, y
6	f, th, (voiced), sh, zh, l, r
7	ch, j, s, z, th (voiceless), wh

LANGUAGE DEVELOPMENT CHART

The language development chart was derived from the **HANDBOOK OF SPEECH P**

1½	The child begins to use speech in a meaningful man child usually has between one and five words in his tences consist of one word.
2	By this time, the child has about 50 words in his vocab are about two words in length.
3	The child has many words in his vocabulary. In add should be using sentences of two or three words.
4	The normal child is now using sentences made up of thr They are still simple in a grammatical sense.
5	By the fifth year the child has developeed fairly norm terns. His vocabulary is still developing and his senter a compound nature.

These charts could act as a guide for the teacher. It is suggested that they be consult so, one might be able to establish rational levels of expectations for each pupils language ab

According to a speech and language survey conducted for and by the Missouri State S that a large number of the pupils enrolled in the program had problems involving oral langu

Oral language development is one of the trainable mentally retardate's greatest human effort should be made to help these individuals in this area of development, with the hope t of society, understand when they listen, and be understood when they speak. These should b opment, regardless of the time and effort needed to accomplish the task. Most trainable re **some cases, the refinement of sound production is not as important as possibly teaching the verbally regardless of articulatory abilities.** The teacher must use every technique necessary tentials.

ormal articulation and language development:

HENYA ARTICULATION CHART

(Normal Development of Articulation)

Speech Sounds

p, b, m, h, w,

t, d, n, k, g

f, ng, y

f, th, (voiced), sh, zh, l, r

ch, j, s, z, th (voiceless), wh

LANGUAGE DEVELOPMENT CHART

was derived from the **HANDBOOK OF SPEECH PATHOLOGY,** edited by Lee Edward Travis.

e child begins to use speech in a meaningful manner. The normal ild usually has between one and five words in his vocabulary. Sen- ces consist of one word.

this time, the child has about 50 words in his vocabulary. Sentences about two words in length.

e child has many words in his vocabulary. In addition to this, he uld be using sentences of two or three words.

e normal child is now using sentences made up of three or four words. ey are still simple in a grammatical sense.

the fifth year the child has developeed fairly normal sentence pat- rns. His vocabulary is still developing and his sentences are often of ompound nature.

for the teacher. It is suggested that they be consulted when needed. It is hoped that in doing l levels of expectations for each pupils language abilities.

e survey conducted for and by the Missouri State Schools for the Retarded, it was determined d in the program had problems involving oral language.

the trainable mentally retardate's greatest human resources for adjustment in society. Every iduals in this area of development, with the hope that they will become productive members nd be understood when they speak. These should be the main objectives in this area of devel- t needed to accomplish the task. Most trainable retardates rarely obtain perfect speech. **In luction is not as important as possibly teaching the retardate to express his wants and needs** s. The teacher must use every technique necessary to bring the child to the limit of his po-

The teacher must realize the variability of the trainable mentally retarded pupil, and thr
that each pupil will be able to participate to the maximum of his ability in the area of oral l
pupil begins at the babbling level or has acquired one word speech, or is at the stage where he
must be taken from where he is and taught to reach his potential. Moving through the primary
the objective that the trainable mentally retarded pupil achieve success as correct oral languag
explanations outline the area of oral language development as initiated and practiced by the
Retarded within the curriculum. The program must be carried out only after the individual
clinician and the major speech problem has been detected.

I. LEARNING TO LISTEN (Receptive Skills)

A. Listening to distinguish environmental sounds.

When the trainable mentally retarded pupil can distinguish the sounds around him, it is believed that he will be ready to listen for sounds in words.

B. Listening to distinguish sounds in words.

The trainable mentally retarded pupil must listen to distinguish sounds in words which will, hopefully, be a step towards imitation of better articulation on his part. The imitation of words from a good speech model usually results in better speech.

C. Listening for information and direction.

Strengthening the ability to listen in this manner is a necessary step in the training of the trainable mentally retarded pupil so that he will become ready to listen patiently to others in society.

D. Listening for conversation.

Developing the ability to listen during conversational speech is a most important step for the trainable mentally retarded pupil. If he is to be educated to fit into society, he must be able to listen to others and be prepared to respond.

E. Listening for enjoyment.

The ability to listen to music or an entertaining story aids the trainable mentally retarded pupil in the appreciation of the sense of hearing, and is another step toward better understanding.

II. LEARNING TO SPEAK (Expressive Skills)

A. Identifying people, objects, and pictures.

Being able to identify people, objects, or pictures found in the environment and expressing the representative symbol, vocally, should be a first step for the trainable mentally retarded in learning to speak. This activity allows the teacher opportunity to discover some of the specific problems the pupils might be having in identifying, omitting, substituting, or distorting some of the sounds in words as they are spoken in a classroom setting.

the variability of the trainable mentally retarded pupil, and through teacher-pupil planning, it is hoped
participate to the maximum of his ability in the area of oral language development. Whether or not a
el or has acquired one word speech, or is at the stage where he uses complete phrases and sentences, he
and taught to reach his potential. Moving through the primary, intermediate, and advanced levels, it is
mentally retarded pupil achieve success as correct oral language is obtained. The following objectives and
oral language development as initiated and practiced by the Missouri State Schools for the Mentally
. The program must be carried out only after the individual pupil has been evaluated by the speech
problem has been detected.

TEN (Receptive Skills)

guish environmental sounds.

le mentally retarded pupil can distinguish the sounds
believed that he will be ready to listen for sounds in

guish sounds in words.

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will, hopefully, be a step towards imitation of better
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e trainable mentally retarded pupil so that he will be-
en patiently to others in society.

versation.

bility to listen during conversational speech is a most
r the trainable mentally retarded pupil. If he is to be
to society, he must be able to listen to others and be
d.

yment.

en to music or an entertaining story aids the trainable
pupil in the appreciation of the sense of hearing, and
vard better understanding.

AK (Expressive Skills)

, objects, and pictures.

ntify people, objects, or pictures found in the environ-
ng the representative symbol, vocally, should be a first
able mentally retarded in learning to speak. This ac-
teacher opportunity to discover some of the specific
pils might be having in identifying, omitting, substi-
ng some of the sounds in words as they are spoken in
ng.

B. Learning position and placement of body parts used for speech.

In this step, the teacher can take the opportunity to show the pupil h
to use the parts of the body in making sounds and saying words corre
ly. The parts of the body used for speech should be manipulated and
ercised for better production of speech sounds in words.

C. Learning to use words in simple phrases.

Following the activity which involves learning position and placeme
of body parts used for speech, the ability to put words together in phra
should be the next step.

D. Learning to use words in simple sentences.

Phrasing leads into a natural progression of putting phrases together
aid in making simple sentences.

E. Learning to make speech sounds in words correctly.

As the various steps progress, it is important that the trainable menta
retarded pupil be given the opportunity to learn how to articulate t
sounds in words in the proper way. This activity will need the ass
tance of the speech consultant or speech specialist.

F. Learning to use words in complex sentences.

This step is an important progression toward conversational spee
patterns.

G. Learning to use conversational speech patterns.

The ultimate goal in oral language development is having the ability
be able to express wants and needs in a conversational manner wh
conversing with other members of the society.

It is hoped that the teacher of the trainable mentally retarded will keep the
hoped that a more organized program of oral language development will be the r
ment of oral language for the trainable mentally retarded could be an exhausting
trainable pupil to speak understandably might be one of the most difficult tasks th
if he is to assist the trainable mentally retarded to adjust to society the best he ca
given every opportunity to improve his speaking ability.

n and placement of body parts used for speech.

teacher can take the opportunity to show the pupil how
of the body in making sounds and saying words correct-
he body used for speech should be manipulated and ex-
production of speech sounds in words.

vords in simple phrases.

ctivity which involves learning position and placement
d for speech, the ability to put words together in phrases
t step.

vords in simple sentences.

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nple sentences.

e speech sounds in words correctly.

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in the proper way. This activity will need the assis-
h consultant or speech specialist.

vords in complex sentences.

important progression toward conversational speech

onversational speech patterns.

l in oral language development is having the ability to
ss wants and needs in a conversational manner while
ther members of the society.

her of the trainable mentally retarded will keep the major goals listed above in mind. In doing so, it is
rogram of oral language development will be the result. The task involved in continuing the develop-
trainable mentally retarded could be an exhausting experience on the part of all concerned. Teaching the
standably might be one of the most difficult tasks the teacher will have to perform in the classroom. Yet,
nentally retarded to adjust to society the best he can, then he must make certain that the pupil has been
rove his speaking ability.

ORAL LANGUAGE

PRIMARY

LEARNING TO LISTEN (Receptive Skills)

ACTIVITIES	PROCEDURES
LEARNINGS: Listening to Distinguish Environmental Sounds	
Presenting activities which prepare pupils for the development of good listening habits; such as,	Demonstrate that ears are for listening, by touching ears. Ask the pupils to respond by touching their ears. Ask the pupil to listen for his name, and to stand when he hears his name called. This gives the teacher the opportunity to know if the pupil listens and recognizes his name.
Identifying the sound of people's names	Provide a picture of a family. Use the same procedure presenting other names, as, names of classmates, family, names of mother, father, brother, sister, baby, etc. Ask the pupil to identify the name called by pointing to the person in the picture. Prepare oversized construction paper ears, with an area for the pupil's name, as an aid to draw attention to the importance of listening.
Identifying gross sounds associated with various objects	Hold a melody bell near the pupil's ear. Ring it as you ask him to listen. Ask if he heard the sound and if it is loud, to stand, and if it is soft, to remain seated. Accompany this activity with other objects found within the classroom, such as a whistle, drum, other rhythm instruments, toy telephone, etc. Check **Speech Workbook** for list of "Concrete Audio Sounds." Ask the pupils to identify classroom environmental sounds, sounds, such as closing the door, ticking of a clock, running water, etc. Other sounds could include animal sounds, voices of family members, etc.
LEARNINGS: Listening to Distinguish Sounds in Words	
Playing the "Sound Box Game" and other games with objects and pictures, records, and tapes	Prepare a large box which could be handled easily. Print the words "Sound Box" or "Word Box" on the sides or the top of the box. Place within the box various objects for the pupils to identify and to hold. For the primary level, place in the box objects whose names begin with the following letters or sounds, p, b, m, h, w, t, d, n, k, and g. (Speech sounds and corresponding ages of normal development are listed in the introduction.) Choose an object and say the name of it. Ask the pupil to repeat the word said. If repeated correctly, ask him to say it in a sentence. Permit the pupil to hold the object as a reward. Write the word on the chalk board and make a statement concerning the word, such as, "This is a word," or "The word is . . . ."

ORAL LANGUAGE
PRIMARY
LEARNING TO LISTEN (Receptive Skills)

PROCEDURES

h Environmental Sounds

emonstrate that ears are for listening, by touching ears. Ask
he pupils to respond by touching their ears.
sk the pupil to listen for his name, and to stand when he
ears his name called. This gives the teacher the opportunity
o know if the pupil listens and recognizes his name.

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other, father, brother, sister, baby, etc.
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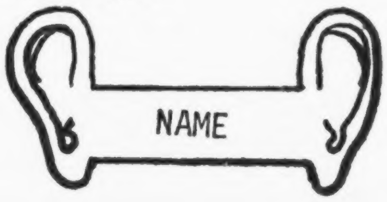
he pupil to hold the object as a reward. Write the word on the
halk board and make a statement concerning the word, such
s, "This is a word," or "The word is . . . ."

MATERIALS & EQUIPMENT

Color cued name cards
Construction paper and
photographs



Record player, tape recorder

Speech Workbook,
Jess A. LaPuma,
State Department of Education,
Jefferson City, Missouri

Pasteboard Box
Puppets

Word list
See "Word Wheel" at the end of
this section.
See "Articulation Chart" in
the introduction.

Operant conditioning techniques

ORAL LANGUAGE

PRIMARY

LEARNINGS: Listening to Distinguish Sounds in Words (continued)

ACTIVITIES	PROCEDURES
	Display three objects on a tray. Choose objects wh begin with a sound that the pupil has not mastered.
Showing film strips involving speech sounds	Show a filmstrip and ask the pupils to listen as yo words and describe the pictures, and to say the so visual aid to reinforce what the pupils hear.
Using prepared T.V. video tapes	Show T.V.. video tape concerning certain speech so mit the pupils to use the "Language Master" and for io Flashcard Machine" to listen for sounds in wor the printed word. Say words which will guide pup gress from the initial to the medial and final sound Use words as **b**all, ra**bb**it, tu**b**, etc. Ask the pupils to words. Develop a listening vocabulary.

LEARNINGS: Listening for Information and Directions

ACTIVITIES	PROCEDURES
Playing "Look and Find" game where the pupils must listen for information and directions before they find objects	Ask the pupils to listen to instructions and proceed objects described. Prepare three traffic color circles made of cardboar ored cellophane. Teach color names "red," "green," low." (Refer to Area 3, Safety.) Ask the pupils to look for "red" objects, etc. Follo cedure with each color as the pupils learn them. I pupils to listen for a color name and to bring an ob is that color to the circle. Progress to teaching safe the street during a field trip. Also, instruct pupils t information such as "stop" (red), "wait" (amber) o "go" (green) and to follow directions.
Listening to instructions during daily classroom activities	Develop language skills by discussion during the te planning period. Count aloud cartons of milk used for lunch. Discuss safety aspects of fire drills. Greet visitors and parents. Discuss how to care for pets. Plan holiday or birthday activities. Instruct pupils on how to assemble puzzles. Give information on chalk board or ditto material. Check to see that the pupils follow directions. Assign a pupil to take a message to office.

ORAL LANGUAGE
PRIMARY

h Sounds in Words (continued)

PROCEDURES	MATERIALS & EQUIPMENT
Display three objects on a tray. Choose objects whose names begin with a sound that the pupil has not mastered.	Toy objects, such as a ball, boat, bell, bird, dog, duck, doll, etc.
Show a filmstrip and ask the pupils to listen as you read the words and describe the pictures, and to say the sounds. Use visual aid to reinforce what the pupils hear.	Filmstrip projector Filmstrip, "Talking Time"
Show T.V.. video tape concerning certain speech sounds. Permit the pupils to use the "Language Master" and for the "Audio Flashcard Machine" to listen for sounds in words and see the printed word. Say words which will guide pupils to progress from the initial to the medial and final sounds in words. Use words as **b**all, rab**b**it, tu**b**, etc. Ask the pupils to repeat the words. Develop a listening vocabulary.	Video Tape Recorder, T.V. set, T.V. video tape, "Mr. Sound and the 'b' Sound," MSSR-TV "Language Master" "Audio Flash Cards"

ion and Directions

PROCEDURES	MATERIALS & EQUIPMENT
Ask the pupils to listen to instructions and proceed to find the objects described.	
Prepare three traffic color circles made of cardboard with colored cellophane. Teach color names "red," "green," and "yellow." (Refer to Area 3, Safety.)	Cardboard with cut out circles, covered with colored cellophane (See Area 4, Safety)
Ask the pupils to look for "red" objects, etc. Follow this procedure with each color as the pupils learn them. Instruct the pupils to listen for a color name and to bring an object which is that color to the circle. Progress to teaching safety crossing the street during a field trip. Also, instruct pupils to listen for information such as "stop" (red), "wait" (amber) or (yellow), "go" (green) and to follow directions.	
Develop language skills by discussion during the teacher-pupil planning period. Count aloud cartons of milk used for lunch. Discuss safety aspects of fire drills. Greet visitors and parents. Discuss how to care for pets. Plan holiday or birthday activities. Instruct pupils on how to assemble puzzles. Give information on chalk board or ditto material. Check to see that the pupils follow directions. Assign a pupil to take a message to office.	(See Area 8, Functional Academics)

ORAL LANGUAGE

PRIMARY

LEARNINGS: Listening for Information and Directions (continued)

ACTIVITIES	PROCEDURES
Listening for specific words to follow directions	Introduce rhyming directions. Example: One, two, touch your shoe Three, four, sit on the floor Five, six, a puppy licks Seven, eight, stand up straight Nine, ten, let's count again Provide T.V. video tapes and film materials for pupils to wat and to listen for the main ideas presented
Listening for recall	Tell a simple story using a doll: "The family getting ready the morning" — "Dressing for school." Place pictures on the chalkboard ledge or easel. Select clothes in sequence. Suggest: Look at the pictures. Can you name the clothes? Show me the picture of the clothes you put on first. What do you do next? What do you put on before you come to school? What do you put on, on a rainy day, a snowy day, etc. Ask pupil to **recall** and tell the story using pictures. (Start w two pictures.) Follow up: Prepare paper dolls for pupils to cut out and dr as they recall the above activity. Select ten pupils for Indians. Pass out numbers 1 through Sing "Ten Little Indians." Ask the pupils to listen and to st when their number is heard. Rotate so that each pupil p icipates.

LEARNINGS: Listening to Conversation

ACTIVITIES	PROCEDURES
Listening to acceptable social speech patterns	Schedule a pupil participation conversation time, as recall weekend events; television programs seen at home; meet new friends, etc. Teach patterns of speech, as "Hello"; "Tha you"; Pass the milk, please." Set an example of acceptable social speech patterns by us courteous speech at all times. Introduce conversation by a ing "What did you do over the weekend?" specific holid vacation? at the picnic?

ORAL LANGUAGE
PRIMARY

nformation and Directions (continued)

PROCEDURES	MATERIALS & EQUIPMENT
Introduce rhyming directions. Example: One, two, touch your shoe Three, four, sit on the floor Five, six, a puppy licks Seven, eight, stand up straight Nine, ten, let's count again	**Peabody Language Development Kit** (Level P)
Provide T.V. video tapes and film materials for pupils to watch and to listen for the main ideas presented	"Mr. Sound" series, MSSR-TV "Talking Time" filmstrip series Video tape outfit, filmstrip projector
Tell a simple story using a doll: "The family getting ready in the morning" — "Dressing for school." Place pictures on the chalkboard ledge or easel. Select the clothes in sequence. Suggest: Look at the pictures. Can you name the clothes? Show me the picture of the clothes you put on first. What do you do next? What do you put on before you come to school? What do you put on, on a rainy day, a snowy day, etc.	Doll and clothes Peabody Kit Mannequin, clothes, clothing pictures. David C. Cook Pictures
Ask pupil to **recall** and tell the story using pictures. (Start with two pictures.)	Teacher made materials
Follow up: Prepare paper dolls for pupils to cut out and dress as they recall the above activity.	
Select ten pupils for Indians. Pass out numbers 1 through 10. Sing "Ten Little Indians." Ask the pupils to listen and to stand when their number is heard. Rotate so that each pupil participates.	

onversation

PROCEDURES	MATERIALS & EQUIPMENT
Schedule a pupil participation conversation time, as recalling weekend events; television programs seen at home; meeting new friends, etc. Teach patterns of speech, as "Hello"; "Thank you"; Pass the milk, please."	SVE Film "Robert and his Family" Filmstrip re: Manners, Area 5
Set an example of acceptable social speech patterns by using courteous speech at all times. Introduce conversation by asking "What did you do over the weekend?" specific holiday? vacation? at the picnic?	

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ACTIVITIES	PROCEDURES
LEARNINGS: Listening to Conversation (continued)	
Teaching conversational skills used in telephoning	Use a toy telephone and pretend pupils are answerin phone at home. Teach pupils to: 1. Pick up the phone. 2. Learn to say "Hello." 3. Learn to pass the telephone to the person asked for. Record the pupil's conversations in the classroom and giv pupils an opportunity to listen. Notice the conversationa terns during free play activities and build on them. Discuss, in conversational patterns, what was noticed upo return from walks in the neighborhood, such as; anima heard — dog, things that go — airplane, etc.
LEARNINGS: Listening for Enjoyment	
Listening to music	Provide materials and teach pupils to listen to the followi Listen to records Listen to rhythmic patterns Listen to recorded stories; such as, "The Three Bears" Listen to animal sounds Listen to rhymes Listen to controlled T.V. Programs Listen to Mr. Mooney records and use hand puppets. Teach choral speaking
Listening to simple stories	Tell an original sequence story using pupil's name. In each pupil. Example: This morning mother said .... for .... Ask the pupils to **listen** and to complete a story. Use a story about the weather or the calendar. If a pupil pletes the sentence or supplies the missing word, ask h tell the day of the week or permit him to dress the mann according to the weather as a reward.
Listening to rhymes	Read a nursery rhyme. Ask the pupils to listen to and a the rhyme. Ask pupils to respond when his name is called "....................be nimble "....................be quick "....................jump over the candlestick Teach action words in this manner. Use finger plays.

ORAL LANGUAGE
PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
ation (continued)	
Use a toy telephone and pretend pupils are answering the phone at home. Teach pupils to: 1. Pick up the phone. 2. Learn to say "Hello." 3. Learn to pass the telephone to the person asked for.	Toy telephone
Record the pupil's conversations in the classroom and give the pupils an opportunity to listen. Notice the conversational patterns during free play activities and build on them.	Tape recorder
Discuss, in conversational patterns, what was noticed upon the return from walks in the neighborhood, such as; animals we heard — dog, things that go — airplane, etc.	
nent	
Provide materials and teach pupils to listen to the following:	
Listen to records Listen to rhythmic patterns	Decca Record, Childs First Record, F. Luther
Listen to recorded stories; such as, "The Three Bears"	
Listen to animal sounds	Concept Records
Listen to rhymes	
Listen to controlled T.V. Programs	T.V. State Department of Education, Jefferson City
Listen to Mr. Mooney records and use hand puppets.	Peabody Records — puppets
Teach choral speaking	Area VII — Fine Arts
Tell an original sequence story using pupil's name. Include each pupil. Example: This morning mother said .... for	Stories created by teacher Story pictures Puzzles: See-que Series
Ask the pupils to **listen** and to complete a story.	
Use a story about the weather or the calendar. If a pupil completes the sentence or supplies the missing word, ask him to tell the day of the week or permit him to dress the mannequin according to the weather as a reward.	Standard Mother Goose Folk Stories Nursery rhymes
Read a nursery rhyme. Ask the pupils to listen to and act out the rhyme.	
Ask pupils to respond when his name is called	
"....................be nimble "....................be quick	Play and Say Expression Company
"....................jump over the candlestick.	Talking Time, Scott
Teach action words in this manner. Use finger plays.	Area VII — Fine Arts

ORAL LANGUAGE

PRIMARY

LEARNING TO SPEAK (Expressive Skills)

LEARNINGS: Identifying People, Objects, and Pictures

ACTIVITIES	PROCEDURES
Presenting activities which prepare pupils to learn to speak; such as, identifying people during "Talk and Tell Time;" such as,	Schedule a "Talk and Tell Time." Introduce the lesson by cussing that everything has a name, color, shape, size, use, is made of various materials. Move slowly and teach only area at a time (the **Fitzgerald Key** can be used).
	Instruct the pupil to listen for his name and to come to front of the class and say: "My name is................. Ask him to identify his classmates by name on some color c cards. Ask him to progress to stating his address, teleph number, city in which he lives, street number, etc. Be aler the pupil's problems of omission, distortion, and substituti of sounds in words.
Identifying items found in the classroom	Give the pupils experience in identifying items in the cl room by name, as crayons, pencils, paper, paint brush, et
Playing "Touch and Tell" game with objects	Label all objects in the primary room. Hide some objects. struct the pupils to find the objects, bring them to the hea the class, and identify them by name.
	Make a booklet using pictures such as one of a spoon. W the word under the picture for illustrative vocabulary.
Identifying objects on pictures, films, and video tapes.	Use large action pictures. Instruct the pupil to identify action and to imitate it. Paste pictures in a booklet and l them with descriptive words. Use filmstrips and video ta programs in the same manner.

LEARNINGS: Learning Position and Placement of Body Parts for Speech

Presenting activities which assist in developing the awareness of position and placement of body parts used for speech; such as,	Introduce a lesson on identification of "Talking Helpers," s as, the mouth, lips, tongue, teeth, etc.
Playing the "Airplane Game"	Play the "Airplane Game" for exercise of the speaking p also to teach concepts of up, down, left, right, etc. Demonst by using mirrors, flashlight, and other audio and visual a

ORAL LANGUAGE

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
LEARNING TO SPEAK (Expressive Skills)	
ects, and Pictures	
Schedule a "Talk and Tell Time." Introduce the lesson by discussing that everything has a name, color, shape, size, use, and s made of various materials. Move slowly and teach only one area at a time (the **Fitzgerald Key** can be used).	Illustrated **Fitzgerald Key** by Bessie Pugh
Instruct the pupil to listen for his name and to come to the front of the class and say: "My name is...................." Ask him to identify his classmates by name on some color cued cards. Ask him to progress to stating his address, telephone number, city in which he lives, street number, etc. Be alert to the pupil's problems of omission, distortion, and substitutions of sounds in words.	
Give the pupils experience in identifying items in the classroom by name, as crayons, pencils, paper, paint brush, etc.	
Label all objects in the primary room. Hide some objects. Instruct the pupils to find the objects, bring them to the head of the class, and identify them by name.	Objects found around the room
Make a booklet using pictures such as one of a spoon. Write the word under the picture for illustrative vocabulary.	
Use large action pictures. Instruct the pupil to identify the action and to imitate it. Paste pictures in a booklet and label them with descriptive words. Use filmstrips and video taped programs in the same manner.	Picture booklets, picture dictionary, filmstrips, T.V. video tapes, MSSR-TV
Placement of Body Parts for Speech	
Introduce a lesson on identification of "Talking Helpers," such as, the mouth, lips, tongue, teeth, etc.	**Big Book of Sounds,** by Ann M. Flowers **Speech Workbook,** by Jess A. LaPuma
Play the "Airplane Game" for exercise of the speaking parts, also to teach concepts of up, down, left, right, etc. Demonstrate by using mirrors, flashlight, and other audio and visual aids.	Mirror, flashlight

ORAL LANGUAGE
PRIMARY

ACTIVITIES	PROCEDURES

LEARNINGS: Learning Position and Placement of Body Parts for Speech (continued)

Playing the Game:
1. Tongue exercise. Pretend that the tongue is an airplar
   Ask the pupil to make his tongue go up to his nose ar
   down to the chin.

Demonstrate
2. Lip exercise. Permit the pupils to blow up balloons
   blow feathers in order to learn breath control.

Use these five steps:
1. Show pupil the position of the lips.
2. Combine consonant and vowel sounds.
3. Say the exact word.
4. Say the exact word in a sentence.
5. Say the exact word in conversation.

LEARNINGS: Learning to Use Words in Simple Phrases

ACTIVITIES	PROCEDURES
Identifying family members	Present pictures of family members. Ask the pupils to ident one. Discuss: "Who is this?" Answer: "Mother." "What is s doing?" Answer: "Mother is working." Encourage conver tion with activity pictures.
	Accept simple response from pupils as: Mother is cooking. Mother is sweeping. Give the pupils opportunities to imitate activities of fam members as this motivates and stimulates conversation a increases oral language from one word to simple phrases.
	Use words from the vocabulary list to enlarge use of phras
	Demonstrate action words, let pupils imitate. Teach the wc for the activity. Use the word in conversation; such as, "ru "hop," etc.
	Listen to audio flash action cards. Make follow-up booklets action words. Write sentences at the bottom: Example: I c run.
Identifying things that go	Follow up with conversation on things that go. Example: "H did you come to school?" Expect a response from the pup such as, "Bus," "Red bus," "I rode the bus."

ORAL LANGUAGE

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
lacement of Body Parts for Speech (continued)	
aying the Game: 1. Tongue exercise. Pretend that the tongue is an airplane. Ask the pupil to make his tongue go up to his nose and down to the chin.	Tongue depressors
monstrate 2. Lip exercise. Permit the pupils to blow up balloons or blow feathers in order to learn breath control.	Balloons, feathers
e these five steps: 1. Show pupil the position of the lips. 2. Combine consonant and vowel sounds. 3. Say the exact word. 4. Say the exact word in a sentence. 5. Say the exact word in conversation.	
in Simple Phrases	
esent pictures of family members. Ask the pupils to identify e. Discuss: "Who is this?" Answer: "Mother." "What is she ing?" Answer: "Mother is working." Encourage conversa- n with activity pictures. cept simple response from pupils as: Mother is cooking. Mother is sweeping. ve the pupils opportunities to imitate activities of family embers as this motivates and stimulates conversation and reases oral language from one word to simple phrases.	Peabody Language Development Kit pictures
e words from the vocabulary list to enlarge use of phrases.	**Speech Workbook, Jess A.** LaPuma Word List
monstrate action words, let pupils imitate. Teach the word r the activity. Use the word in conversation; such as, "run," op," etc.	
sten to audio flash action cards. Make follow-up booklets of tion words. Write sentences at the bottom: Example: I can n.	
llow up with conversation on things that go. Example: "How i you come to school?" Expect a response from the pupils; ch as, "Bus," "Red bus," "I rode the bus."	

ORAL LANGUAGE

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ACTIVITIES — **PROCEDURES**

LEARNINGS: Learning to Use Words in Simple Sentences

Teaching distinction between people and objects using "who" and "what."

Prepare a chart with a list of the names of the pupils. Plac large "Who?" at the top. Go to each pupil and hold the ch in front of him. Direct him to point to his name and to respo with the simple sentence, "I am ....
Prepare another chart listing the names or pictures of obje found in the classroom. Place a large "What?" at the top. to each pupil and hold the chart. Direct the pupil to point the object and to respond with a simple sentence; such "This is a ball." "The ball is red."

LEARNINGS: Learning to Make Speech Sounds in Words Correctly

Using auditory and visual stimuli for teaching sounds in words

First introduce the word "pan" as an example. Use wo which are dependent upon the needs of the pupils. Select wo that contain sounds which coincide with the articulation ch of speech sounds, ages 3 and 4. Organize words into a "w chart" or "word wheel." Ideas for this procedure are inclu near the end of this section. Use the "word box" or the "sou box,"

1. First introduce the word "pan."
2. Present words and sounds in a slow articulate man emphasizing the initial sound. Example: This is a pan.
3. Hold up the object representing the concrete word.
   - A. Make a "p" (puffing) sound.
   - B. Give the "pan" to the pupil.
   - C. Have the pupil imitate emphasizing the "p" sound
   - D. Use word "pan" in a sentence. Example: Mother co with a **pan.**
   - E. Write the word pan on the chalkboard.

Imitating good speech models

4. Use a mirror to show the pupil how lips look when fo ing the "p" sound. Urge the pupil to imitate.
5. Encourage the pupils to perform the various activities volving the words and sounds.

Follow up the above activities with tape recordings, Fi strips, records of sounds, booklets, and games. Also, prov for actual pupil participation by using meaningful speech uations. Watch for increases in spontaneous conversation for a transfer of learning. Also, utilize all sensory cues to the pupil in responding orally.

Playing a game having the pupil differentiate between young and old voice

Present old voices and young voices on the audio tape recor and discuss the differences in sound. Ask the pupils to imi the voices that they heard,

ORAL LANGUAGE

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
s in Simple Sentences	
'repare a chart with a list of the names of the pupils. Place a ırge "Who?" at the top. Go to each pupil and hold the chart ı front of him. Direct him to point to his name and to respond ith the simple sentence, "I am ...." 'repare another chart listing the names or pictures of objects ound in the classroom. Place a large "What?" at the top. Go ı each pupil and hold the chart. Direct the pupil to point to ie object and to respond with a simple sentence; such as, This is a ball." "The ball is red."	Speech Workbook list
ech Sounds in Words Correctly	
'irst introduce the word "pan" as an example. Use words hich are dependent upon the needs of the pupils. Select words iat contain sounds which coincide with the articulation chart f speech sounds, ages 3 and 4. Organize words into a "word hart" or "word wheel." Ideas for this procedure are included ear the end of this section. Use the "word box" or the "sound x,"	**Speech Workbook,** Jess A. LaPuma
1. First introduce the word "pan." 2. Present words and sounds in a slow articulate manner emphasizing the initial sound. Example: This is a pan. 3. Hold up the object representing the concrete word. A. Make a "p" (puffing) sound. B. Give the "pan" to the pupil. C. Have the pupil imitate emphasizing the "p" sound. D. Use word "pan" in a sentence. Example: Mother cooks with a **pan.** E. Write the word pan on the chalkboard. 4. Use a mirror to show the pupil how lips look when forming the "p" sound. Urge the pupil to imitate. 5. Encourage the pupils to perform the various activities involving the words and sounds.	"Word box" with objects Pictures Earphone set Word flash cards Tape recorder Filmstrips Projector Screen Language Master Audio Flash
'ollow up the above activities with tape recordings, Filmtrips, records of sounds, booklets, and games. Also, provide ır actual pupil participation by using meaningful speech sitations. Watch for increases in spontaneous conversation and ır a transfer of learning. Also, utilize all sensory cues to aid ie pupil in responding orally.	Story books, picture books, Illustrative word vocabulary.
'resent old voices and young voices on the audio tape recorder ınd discuss the differences in sound. Ask the pupils to imitate ie voices that they heard,	Audio tape recorder Tape of voices

ORAL LANGUAGE

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Learning to Make Speech Sounds in Words Correctly (continued)	
Playing a game "Tell and Spell"	Let pupils feel magnetic alphabets. Let them tell the for the day" ("pan," "Pin," etc.). Allow them to spell alphabet letters. Repeat this activity using pupil's nam
LEARNINGS: Learning to Use Conversational Speech Patterns	
Role playing	Develop conversational speech patterns which require responses in real life situations; such as, "Hello," "Go "Excuse me," "Please," and "Thank you." Demonstrate good manners, speak courteously, and set ample. Use role playing to teach pupils to learn the response, how to greet friends, how to converse durin or free play activities, how to talk on field trips at the picnics, or going to the grocery store. Use role playing when a pupil is absent. Pretend he h to the doctor and develop many phrases or sentences i ingful experiences that are provided in everyday sit Example: ". . . . . is sick." ". . . . . went to the

ORAL LANGUAGE

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
Sounds in Words Correctly (continued)	
pupils feel magnetic alphabets. Let them tell the "word he day" ("pan," "Pin," etc.). Allow them to spell it with abet letters. Repeat this activity using pupil's names, etc.	Magnetic alphabet
ational Speech Patterns	
lop conversational speech patterns which require definite onses in real life situations; such as, "Hello," "Good-by," use me," "Please," and "Thank you."	(See Section VII — Fine Arts)
onstrate good manners, speak courteously, and set an ex- e. Use role playing to teach pupils to learn the roll call onse, how to greet friends, how to converse during lunch ee play activities, how to talk on field trips at the zoo, on cs, or going to the grocery store.	
role playing when a pupil is absent. Pretend he has gone e doctor and develop many phrases or sentences in mean- l experiences that are provided in everyday situations. nple: . . . . is sick." ". . . . . went to the doctor."	Props pertaining to the community helpers; such as, hats, badges, etc. Life size puppets.

ORAL LANGUAGE

INTERMEDIATE

LEARNING TO LISTEN (Receptive Skills)

ACTIVITIES	PROCEDURES
LEARNINGS: Listening to Distinguish Environmental Sounds	
Presenting activities which prepares pupils for development of good listening habits such as identifying sounds of objects or people; such as,	Make sounds with blocks, tapping with pencil, chalk, clos of door, drawer, books, and scooting a chair. Blindfold a pu and ask him to tell which object is making the sound. Cond this activity in order to stimulate the pupil to listen to and id tify a sound.
	Permit the pupils to listen to sounds of classmates walki whispering, skipping, clapping. Blindfold the pupil and ask h to identify the sound.
Listening for particular gross sounds	Play a record which includes several sound effects of gr sounds. Instruct the pupils to listen for a train sound and wh they hear it, to raise their hands. Use the listening statio order that individual listening attention might be given. F low this with instructions for other sounds.
Playing the game "Duck, Duck, Goose."	Instruct the pupils to form a circle. Choose one pupil to g round the circle, touching each of the other pupils sayi "Duck" or "Goose." When he touches a pupil and says "Goos that pupil chases him around the circle.
Listening for likenesses and differences	Play loud notes and soft notes, alternately on a musical ins ment, as a piano. Then play two alike. Instruct the pupils raise their hands when the notes are alike. Using the sa principle, teach the pupils to listen for differences in soft loud, high and low notes, etc.
	Play records or tapes of farm or zoo animals. Ask the pu to listen to animal sounds and indicate when they hear a tain animal, such as a farm or zoo animal.
Determining who makes a sound	Blindfold one pupil. Ask him to listen while another p makes a noise. Ask the blindfolded pupil to tell who made sound.
LEARNINGS: Listening to Distinguish Sounds in Words	
Learning to distinguish sounds that sound alike and are included in words at the beginning, ending, or in the middle of the word	Present words beginning with the same sounds. Empha and repeat the particular sound to the pupils until they come familiar with it. Later, present words ending in sound. Later, present words having that sound in the mid For example: "Feet," beginning sound, "Puff," ending so "Fluffy," middle sound.

ORAL LANGUAGE

INTERMEDIATE

LEARNING TO LISTEN (Receptive Skills)

PROCEDURES	MATERIALS & EQUIPMENT
guish Environmental Sounds	
Make sounds with blocks, tapping with pencil, chalk, closing of door, drawer, books, and scooting a chair. Blindfold a pupil and ask him to tell which object is making the sound. Conduct this activity in order to stimulate the pupil to listen to and identify a sound.	Blocks, pencils, chairs, books, chairs.
Permit the pupils to listen to sounds of classmates walking, whispering, skipping, clapping. Blindfold the pupil and ask him to identify the sound.	Record "Sounds Around Us" Peabody Language Development Kit, Level P
Play a record which includes several sound effects of gross sounds. Instruct the pupils to listen for a train sound and when they hear it, to raise their hands. Use the listening station in order that individual listening attention might be given. Follow this with instructions for other sounds.	Records of sound effects Record "Sounds Around Us" Earphones, record player, tape recorder
Instruct the pupils to form a circle. Choose one pupil to go around the circle, touching each of the other pupils saying, "Duck" or "Goose." When he touches a pupil and says "Goose," that pupil chases him around the circle.	
Play loud notes and soft notes, alternately on a musical instrument, as a piano. Then play two alike. Instruct the pupils to raise their hands when the notes are alike. Using the same principle, teach the pupils to listen for differences in soft and loud, high and low notes, etc.	Piano or any musical instrument available; such as, xylophone, tonette horn, etc.
Play records or tapes of farm or zoo animals. Ask the pupils to listen to animal sounds and indicate when they hear a certain animal, such as a farm or zoo animal.	Record "Sounds Around Us"
Blindfold one pupil. Ask him to listen while another pupil makes a noise. Ask the blindfolded pupil to tell who made the sound.	
guish Sounds in Words	
Present words beginning with the same sounds. Emphasize and repeat the particular sound to the pupils until they become familiar with it. Later, present words ending in that sound. Later, present words having that sound in the middle. For example: "Feet," beginning sound, "Puff," ending sound, "Fluffy," middle sound.	Chart Stand **Training Program Speech Workbook**

ORAL LANGUAGE
INTERMEDIATE

LEARNINGS: Listening to Distinguish Sounds in Words (continued)

ACTIVITIES	PROCEDURES
	Present two words — one, not beginning with the parti sound being taught. Ask the pupils to distinguish whic it is. Example: Feet, Hair, etc. Use the same procedure words using the sound as ending or in the middle positi
	Add other words, making it more difficult to determine word is different at the beginning. Example: Face, feet, finger, etc. Use the same procedure in presenting words ing in the same sound or having that sound in the midd
Learning to determine the sound either at beginning, middle, or at the end	After each sound(up to the pupil's level of understanding been studied repeatedly, ask the pupils to listen and deter which sound is used at the beginning, middle, or ending particular word. Example: What sound do you hear at th ginning of the word "Fence"?

LEARNINGS: Listening for Information and Directions

ACTIVITIES	PROCEDURES
Playing games in which pupils listen for instructions then carry out those instructions	Play "Simon Says" game. "It" says "Simon says, touch ear." and the pupils follow those instructions unless "It" l out the words "Simon says."
	Play physical education games in which the pupils follo teachers directions of "run," "walk," "stop," "turn aro etc. (For further games involving following directions to Area VI — Physical Education.)
Listening to rhythmic patterns and repeating them	Instruct each pupil, one at a time, to carry out instruc involving two or more different activities; such as, "Clap h three times." Encourage the pupil to repeat that pat Change the patterns using instruments such as sticks, dr etc. about which to give instructions.
Listening for instructions during daily room activities	Give each pupil a different task and check to see that h lows his individual instructions.
Listening for directions before beginning word	Give pupils instructions before each activity. Be sure they listen and understand the information before begi work. Praise those who have listened and followed direc
Running errands	Assign pupils to run errands that are increasingly mor ficult.

ORAL LANGUAGE
INTERMEDIATE

PROCEDURES

MATERIALS & EQUIPMENT

Distinguish Sounds in Words (continued)

Present two words — one, not beginning with the particular sound being taught. Ask the pupils to distinguish which one it is. Example: Feet, Hair, etc. Use the same procedure with words using the sound as ending or in the middle position.

Add other words, making it more difficult to determine which word is different at the beginning. Example: Face, feet, duck, finger, etc. Use the same procedure in presenting words ending in the same sound or having that sound in the middle.

After each sound(up to the pupil's level of understanding) has been studied repeatedly, ask the pupils to listen and determine which sound is used at the beginning, middle, or ending of a particular word. Example: What sound do you hear at the beginning of the word "Fence"?

Information and Directions

Play "Simon Says" game. "It" says "Simon says, touch your ear." and the pupils follow those instructions unless "It" leaves out the words "Simon says."

Play physical education games in which the pupils follow the teachers directions of "run," "walk," "stop," "turn around," etc. (For further games involving following directions refer to Area VI — Physical Education.)

Instruct each pupil, one at a time, to carry out instructions involving two or more different activities; such as, "Clap hands three times." Encourage the pupil to repeat that pattern. Change the patterns using instruments such as sticks, drums, etc. about which to give instructions.

Rhythm Band Instruments

Give each pupil a different task and check to see that he follows his individual instructions.

Give pupils instructions before each activity. Be sure that they listen and understand the information before beginning work. Praise those who have listened and followed directions.

Assign pupils to run errands that are increasingly more difficult.

ORAL LANGUAGE
INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Listening for Information and Directions (continued)	
Listening to words in order to learn new words to add to the vocabulary	Prepare lists of words or groups of words, beginnin which pertain to activities of pupils. Present words with y, v, th, sh, l, r, or ending in ing. Refer to the W or the Word Wheel in the bibliography.
	Present action words, and a few abstract words. Hel ils to understand these words.
Listening to phrases, sentences, and stories	Present pictures of action words with descriptive sentences that apply to each.
	Present stories that relate to the pupils everyday
Listening to all classroom activities	Encourage the pupils to listen to the other pupil's as well as to all instructions.
Learning names of days of the week	Point to a calendar and name the days of the week Ask the pupils to repeat the names. Use a record t the learning.
Learning names of months of the year.	Use the same procedures in teaching the months o that was used in teaching the days of the week. (Re VIII.)
Learning melody and words of several songs	Play records of songs which are simple, but interes pupils. Teach them to sing with the record, then un ied. (Refer to Area VII.)
Learning words of rhymes and jingles	Present rhymes or jingles often. Urge the pupils to to repeat them.
Learning to tell stories	Tell stories or play tapes or records which tell stori pupils to listen and to retell the story in proper seq
LEARNINGS: Listening to Conversation	
Presenting activities which prepares pupils to develop good conversational speech habits; such as,	
Listening to acceptable social speech patterns	Tell stories of people using correct social speech as a child learning to say "You're welcome," or "T (Refer to Area II)

ORAL LANGUAGE
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
tion and Directions (continued)	
Prepare lists of words or groups of words, beginning with "f" which pertain to activities of pupils. Present words beginning with y, v, th, sh, l, r, or ending in ing. Refer to the Word Chart or the Word Wheel in the bibliography.	**Training Program Speech Workbook** Vocabulary lists Video tapes
Present action words, and a few abstract words. Help the pupils to understand these words.	**Training Program Speech Workbook**
Present pictures of action words with descriptive phrases or sentences that apply to each.	Peabody Language Development Kit Activity cards
Present stories that relate to the pupils everyday lives.	
Encourage the pupils to listen to the other pupil's recitations as well as to all instructions.	
Point to a calendar and name the days of the week every day. Ask the pupils to repeat the names. Use a record to reinforce the learning.	Record "Basic Concepts," Level I Record player
Use the same procedures in teaching the months of the year that was used in teaching the days of the week. (Refer to Area VIII.)	
Play records of songs which are simple, but interesting to the pupils. Teach them to sing with the record, then unaccompanied. (Refer to Area VII.)	Record player and records
Present rhymes or jingles often. Urge the pupils to listen and to repeat them.	Mother Goose books
Tell stories or play tapes or records which tell stories. Ask the pupils to listen and to retell the story in proper sequence.	Fairy tale books Tapes of stories
tion	
	Filmstrip projector Video tape recorder T.V. monitor
Tell stories of people using correct social speech as a story of a child learning to say "You're welcome," or "Thank you." (Refer to Area II)	Filmstrip, "Billy and the Manner Man"

ORAL LANGUAGE

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Listening to Conversation (continued)	
	Set good examples by using acceptable social speech times.
Listening to conversational speech patterns	Permit the pupils to listen to a battery operated toy tele or to other talking toys.
Using the tape recorder with a model speech pattern recorded on tape	Record a model conversation of a child conversing with dult. Play it for the pupils. Ask them to react.
LEARNINGS: Listening for Enjoyment	
Listening to recorded songs or stories	Play a record or tape of a story or recite a poem whi pupils listen (start by telling only the main points of the and gradually increase the details in the story).
	LEARNING TO SPEAK (Expressive Skills)
LEARNINGS: To identify People, Objects, and Pictures	
Playing "Sound Bag" and "Sound Box" games	Provide a box or bag containing objects for pupils to id and to hold. Place in the box objects whose names begi the letter "f." At other times, use objects whose names with y, v, th, sh, zh, l, and r. Present one letter at a tim
Identifying objects in room	Ask the pupils to identify more difficult objects found classroom; such as, file cabinets, chart stand, flannelboa
	Ask pupils to identify shapes, sizes, colors, and quantit objects. (Refer to Area VIII.)
Playing game involving recognition of objects	Place several objects on a tray. Remove one while the is not looking. Ask the pupil to look and tell which one is
	Play "Surprise Box Game" or "Surprise Bean Game." the box or the can to the pupils. Blindfold a pupil, on time, and ask him to choose an object and to identify i
Identifying people, objects, or items in pictures, filmstrips, or video tapes	Use picture flash cards on the pupil's level, such as, a or people cards from the Peabody Kits and have the identify them.
	Play Lotto games

ORAL LANGUAGE
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
rsation (continued)	
Set good examples by using acceptable social speech at all times.	T.V. Video Tape, "Billy and the Manner Man"
Permit the pupils to listen to a battery operated toy telephone or to other talking toys.	Talking telephone with records. Talking dolls and other talking toys.
Record a model conversation of a child conversing with an adult. Play it for the pupils. Ask them to react.	Tape recorder Tape made by the teacher and a pupil.
yment	
Play a record or tape of a story or recite a poem while the pupils listen (start by telling only the main points of the story and gradually increase the details in the story).	**Mother Goose Rhymes** Fairy tales Stories created by the teacher

LEARNING TO SPEAK (Expressive Skills)

PROCEDURES	MATERIALS & EQUIPMENT
. Objects, and Pictures	
Provide a box or bag containing objects for pupils to identify and to hold. Place in the box objects whose names begin with the letter "f." At other times, use objects whose names begin with y, v, th, sh, zh, l, and r. Present one letter at a time.	Box or bag, objects such as a fence, a fox, feet, etc.
Ask the pupils to identify more difficult objects found in the classroom; such as, file cabinets, chart stand, flannelboard.	
Ask pupils to identify shapes, sizes, colors, and quantities of objects. (Refer to Area VIII.)	Whatever materials are available in the classroom
Place several objects on a tray. Remove one while the pupil is not looking. Ask the pupil to look and tell which one is gone.	Tray, objects, especially objects beginning with speech sounds suggested for Intermediate Group. (See Introductory Page)
Play "Surprise Box Game" or "Surprise Bean Game." Show the box or the can to the pupils. Blindfold a pupil, one at a time, and ask him to choose an object and to identify it.	Box or can, beans, objects (as above)
Use picture flash cards on the pupil's level, such as, animal or people cards from the Peabody Kits and have the pupils identify them.	Peabody Kits, P and I, Peabody Cards, Video tapes (Refer to General Introduction about use Of Video tapes).
Play Lotto games	Object Lotto, etc.

ORAL LANGUAGE
INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: To Identify People, Objects, and Pictures (continued)	
	Use filmstrips, movies, and television programs on th level, having pupils identify objects, happenings, etc sequence pictures and action pictures and have the pupi tify what is happening.
LEARNINGS: Learning Position and Placement of Body Parts Used for Speech.	
Presenting activities in the continuing development of awareness of positioning and placement of body parts used in speech, as reviewing instruction in tongue-placement and positioning of other speech parts as taught in Primary Level; such as,	Present each speech sound worked with in the Primar Instruct each pupil to reproduce the sound, thereby in the need or lack of need to spend more time on the "p sounds. (p, b, m, h, w, t, d, n, k, and g.) Check to see whether or not there is success or n further instruction on these primary sounds.
Teaching the use of the body parts used for speech in making the speech sounds at the Intermediate Level	Present, one at a time, the new sounds for the Inter Level. (f, ing, y, v, th, sh, 1, and r.) Explain how to m sound, demonstrate and repeat several times. Create a est and desire in the pupils to try it themselves. Pres sound at a time. Explain: The "f" sound followed b "y," etc. Give the pupils mirrors so that they might watch th tongue in placement while making the word in attem imitate the position of the teacher's tongue, teeth, l Reward the pupil when he makes the sound correctl smile or any other effective means.
Listening to a story containing easily learned phrases beginning with difficult speech sounds	Tell a story containing phrases beginning with the sound being studied. Encourage pupils to join in by sa phrase with the teacher. Example: Story involving "fe," "fi, "fo, "fum," when studying the "f" sound.
LEARNINGS: Learning to Use Words in Simple Phrases	
Providing activities in teaching pupils to learn to speak in words, phrases, and sentences; such as, Encouraging pupil to use words in a simple phrase	When pupil indicates a desire to perform some action; wash his hands, encourage him to tell what he wan before he is given permission to do it. Ask him "What want?" Encourage him to say, "Wash my hands." Alw him permission after he has replied properly.

ORAL LANGUAGE

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
ple, Objects, and Pictures (continued)	
Use filmstrips, movies, and television programs on the pupils level, having pupils identify objects, happenings, etc. Show sequence pictures and action pictures and have the pupils identify what is happening.	T.V. Video tape, "The Seasons" MSSR-TV, Filmstrips, Educational Television series; such as, "Sesame Street." Action pictures from Peabody Language Development Kits.
on and Placement of Body Parts Used for Speech.	
Present each speech sound worked with in the Primary Level. Instruct each pupil to reproduce the sound, thereby indicating the need or lack of need to spend more time on the "primary" sounds. (p, b, m, h, w, t, d, n, k, and g.)	Speech Workbook, State Department of Education, Jess A. LaPuma "Big Book of Sounds"
Check to see whether or not there is success or need for further instruction on these primary sounds.	Van Riper Book
Present, one at a time, the new sounds for the Intermediate Level. (f, ing, y, v, th, sh, l, and r.) Explain how to make the sound, demonstrate and repeat several times. Create an interest and desire in the pupils to try it themselves. Present one sound at a time. Explain: The "f" sound followed by "ing," "y," etc.	
Give the pupils mirrors so that they might watch their own tongue in placement while making the word in attempting to imitate the position of the teacher's tongue, teeth, lips, etc. Reward the pupil when he makes the sound correctly. Use a smile or any other effective means.	Mirror Flashlight Tongue depressor
Tell a story containing phrases beginning with the speech sound being studied. Encourage pupils to join in by saying the phrase with the teacher. Example: Story involving phrases "fe," "fi, "fo, "fum," when studying the "f" sound.	
Words in Simple Phrases	
When pupil indicates a desire to perform some action; such as, wash his hands, encourage him to tell what he wants to do before he is given permission to do it. Ask him "What do you want?" Encourage him to say, "Wash my hands." Always give him permission after he has replied properly.	Happy and Mappy Video tape

ORAL LANGUAGE

INTERMEDIATE

LEARNINGS: Learning to Use Words in Simple Phrases (continued)

ACTIVITIES	PROCEDURES
	Present sentences to the class. If a pupil cannot say a wh sentence, encourage him to say only a part of it and praise l as if he had said the complete sentence. Example: "I ride bus." Encourage the pupil to say "Ride bus."
Giving much practice in speaking	Pre-record sentences on the Language Master Cards. Rec the pupil's voice saying the sentence. Encourage those pu unable to say a sentence to say a part of it, such as, "Sky blu for "The sky is blue."
	Tell rhymes or stories leaving out words or phrases. Ask pupils to fill in the words that are omitted.

LEARNINGS: Learning to Use Words in Simple Sentences

ACTIVITIES	PROCEDURES
Setting an example	Give commands to the pupils in simple sentences, such "Open the door." "Come here." etc, Reply in courteous la uage as, "Thank you."
Giving pupils assistance in making a simple sentence	Present a sentence to the class and assist the pupil work on the simple sentence level to say the sentence in a simple v as, "He ran." Rather than, "He ran down the road."
Encourage pupils to use simple sentences at every opportunity	When a pupil desires to perform an action and says only word or two, help him to make a simple sentence, such as, pupil asks to "Wash hands." ask him who wants to wash hands, and help him to make a sentence in response.
Giving opportunity for practice	Make tape recordings of very simple sentences and ask pupils to repeat the simple sentences. Use earphones to r ivate listening and responding

LEARNINGS: Learning to Make Speech Sounds in Words Correctly

ACTIVITIES	PROCEDURES
Reviewing methods of producing speech sounds found in words.	Permit the pupils to practice in making the isolated soun be presented to them in a word. For example the "f" sou
Introducing words containing speech sounds to be learned .(Words are presented in groups having the same beginning sound, etc.)	Present words beginning with the speech sound recently viewed. Present words containing the same sound in the r dle position in the word. Present words ending in the s sound. Speak the words clearly, emphasizing the speech sou but not distorting the word in order to do so, Example: F feet, etc.
Using visual aids to assist the pupils in understanding the words using the speech sound	Present a picture of each word as the word is presented to pupils. Ask the pupils to look and to listen.

ORAL LANGUAGE
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
Words in Simple Phrases (continued)	
Present sentences to the class. If a pupil cannot say a whole sentence, encourage him to say only a part of it and praise him as if he had said the complete sentence. Example: "I ride the bus." Encourage the pupil to say "Ride bus."	Bus booklet, Marie DeBow Instructional Material, Jefferson City, Missouri
Pre-record sentences on the Language Master Cards. Record the pupil's voice saying the sentence. Encourage those pupils unable to say a sentence to say a part of it, such as, "Sky blue." for "The sky is blue."	Language Master Language Master Cards, prepared by teacher
Tell rhymes or stories leaving out words or phrases. Ask the pupils to fill in the words that are omitted.	Mother Goose Rhymes
Words in Simple Sentences	
Give commands to the pupils in simple sentences, such as, "Open the door." "Come here." etc, Reply in courteous language as, "Thank you."	
Present a sentence to the class and assist the pupil working on the simple sentence level to say the sentence in a simple way as, "He ran." Rather than, "He ran down the road."	
When a pupil desires to perform an action and says only one word or two, help him to make a simple sentence, such as, if a pupil asks to "Wash hands." ask him who wants to wash his hands, and help him to make a sentence in response.	
Make tape recordings of very simple sentences and ask the pupils to repeat the simple sentences. Use earphones to motivate listening and responding	Tape recorder Tape prepared by the teacher Earphones
ke Speech Sounds in Words Correctly	
Permit the pupils to practice in making the isolated sound to be presented to them in a word. For example the "f" sound.	**Training Program** **Speech Workbook**
Present words beginning with the speech sound recently reviewed. Present words containing the same sound in the middle position in the word. Present words ending in the same sound. Speak the words clearly, emphasizing the speech sound, but not distorting the word in order to do so, Example: Face, feet, etc.	**Training Program** **Speech Workbook** Video tapes
Present a picture of each word as the word is presented to the pupils. Ask the pupils to look and to listen.	Pictures from magazines. Video tapes

ORAL LANGUAGE
INTERMEDIATE

LEARNINGS: Learning to Make Speech Sounds in Words Correctly (continued)

ACTIVITIES	PROCEDURES
Giving an opportunity to attempt to say the words	Say a word beginning with the same speech sound. Give the class and individual pupils opportunities to repeat the word. Use mirrors to encourage the pupils to say the words correctly.
Giving pupils an opportunity to practice saying the words	Make tapes of words beginning with the speech sound being studied. Present these to the pupils. Permit the pupils to use earphones and to repeat the words presented.

LEARNINGS: Learning to Use Words in Complex Sentences

ACTIVITIES	PROCEDURES
Encouraging pupils to repeat exactly what is said	Present a sentence to the class. Ask the pupils to repeat it word for word. Use both the tape recorder and the Language Master in presenting complex sentences to the pupils. Give the pupils opportunities to say and become accustomed to complex sentences.
Encouraging pupils to make conversation	Schedule a "Show and Tell" or "Question Chair" time at which time the pupil tells the group something. Converse with the pupil, drawing him out by asking questions as, asking the pupil what he got for Christmas. Encourage him to say "I got a bike and a football." Show filmstrips, video tapes, pictures or objects. Discuss what was seen with the pupils.
Encouraging speech through memorization and dramatization	Assign pupils to take part in choral readings and singing. To encourage speech, use poems, dramatization, field trips, retelling of experiences or stories, role playing, and acting out situations. (Refer to Area VII)

LEARNINGS: Learning to Use Conversational Speech Patterns

ACTIVITIES	PROCEDURES
Listening to conversational patterns	Permit pupils to listen to telephone conversations on battery-operated toy telephones. Urge the pupils to talk to each other on the toy telephones. Record a model conversation on the tape recorder. Play it for the pupils. Invite reactions.

ORAL LANGUAGE

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
ech Sounds in Words Correctly (continued)	
ay a word beginning with the same speech sound. Give the lass and individual pupils opportunities to repeat the word. se mirrors to encourage the pupils to say the words correctly.	Mirrors Ideal Final and Initial Consonants Cards Milton Bradley Vowel Poster Cards
ake tapes of words beginning with the speech sound being tudied. Present these to the pupils. Permit the pupils to use arphones and to repeat the words presented.	Tape recorder, tape of words Earphones, Language Master and Cards recorded with words being studied.
s in Complex Sentences	
resent a sentence to the class. Ask the pupils to repeat it ord for word.	
se both the tape recorder and the Language Master in pre- enting complex sentences to the pupils. Give the pupils op- ortunities to say and become accustomed to complex sentences.	Earphones Tape recorder Tape prepared by the teacher Language Master and Cards
chedule a "Show and Tell" or "Question Chair" time at which ime the pupil tells the group something. Converse with the upil, drawing him out by asking questions as, asking the pu- il what he got for Christmas. Encourage him to say "I got a ike and a football."	
how filmstrips, video tapes, pictures or objects. Discuss what as seen with the pupils.	Pictures from Peabody Language Kits, filmstrips of all kinds, Filmstrip Projector, Video tapes, Opaque projector
ssign pupils to take part in choral readings and singing.	
o encourage speech, use poems, dramatization, field trips, etelling of experiences or stories, role playing, and acting out tuations. (Refer to Area VII)	**Book Talking Time** by Scott Peabody Kit Records
rsational Speech Patterns	
ermit pupils to listen to telephone conversations on battery- perated toy telephones. Urge the pupils to talk to each other n the toy telephones. Record a model conversation on the tape ecorder. Play it for the pupils. Invite reactions.	Talking telephone Toy telephone Records of telephone conversations Tape recorder and tape made by the teacher, Earphones

ORAL LANGUAGE
INTERMEDIATE

LEARNINGS: Learning to Use Conversational Speech Patterns (continued)

ACTIVITIES	PROCEDURES
Giving practice in the use of conversational speech patterns	Encourage the use of Telezonia or Telephonia.
	Carry on a conversation with the pupils encouraging take part. Greet the pupils every morning with "Goo ing" or "Hello, Jane, How are you?" Teach them to an an acceptable way.
Role playing for conversational speech	Role play using situations understood by the pupils; going to the doctor, going to social events, or talking munity helpers, etc. (Refer to Area VII.)

ORAL LANGUAGE

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
nversational Speech Patterns (continued)	
Encourage the use of Telezonia or Telephonia.	Telephonia and Telezonia
Carry on a conversation with the pupils encouraging them to take part. Greet the pupils every morning with "Good Morning" or "Hello, Jane, How are you?" Teach them to answer in an acceptable way.	Video tapes
Role play using situations understood by the pupils; such as, going to the doctor, going to social events, or talking to community helpers, etc. (Refer to Area VII.)	T.V. tapes Costumes, hats, and props signifying certain professions, or activities. Example: Policeman's badge, Fireman's hat, etc.

ORAL LANGUAGE

ADVANCED

LEARNING TO LISTEN (Receptive Skills)

ACTIVITIES	PROCEDURES
LEARNINGS: Listening to Distinguish Environmental Sounds	
Presenting activities which assist the pupils in the further development of good listening habits; such as, Imitating sounds and activities	Play records which give sounds of the city, home, farm, scho train, animals, machinery, fire bell, class bell, tornado war ing, etc. Ask pupils to listen to each sound and to identify (Refer to Area VI.)
LEARNINGS: Listening to Distinguish Sounds in Words	
Introducing letter sounds by use of pictures and objects.	Set the example of good speech by presenting words in a slo and articulate manner so that the pupil will be able to imitat Prepare a list of words or groups of words which pertain the activities the pupils might be involved in at the time. R fer to **Speech Workbook.** (ch, j, s, z, th, and wh.)
Sounds of words	Encourage the pupils to repeat the words.
LEARNINGS: Listening for Information and Directions	
Dramatizing poems	Direct the pupils to form a circle. Stand in the center of t circle and read the poem once. Reread and demonstrate t suggested motions. Read the poem again and ask the pup to move about the room making the appropriate motions.
Listening to oral information and remembering important facts	Develop the meaning of "before" and "after." Direct the pup to stand in front of their chairs. Ask the pupils to listen. E plain that this game is to see if the pupil can remember wh the words "before" and "after" mean. Give the following a similar directions. Provide any explanation, repetition, demonstration to strengthen the pupils' understanding of t meanings of "before" and "after." Give the following instructions: Before you sit down, clap your hands. After you stand up, close your eyes. Before you sit down, blink your eyes. After you stand up, jump up two times. Before you sit down, hop on one foot. After you stand up, clap your hands. (Refer to Area VI)
Giving practice in information memory	Have the pupil select a card or an envelope which indicat his home address. Give the card, or envelope, to the pupil hold if he recognizes and says his address. If the pupil do not recognize his address, tell him and have him repeat Come back to him later to see if he remembers. When all t

ORAL LANGUAGE

ADVANCED

LEARNING TO LISTEN (Receptive Skills)

PROCEDURES	MATERIALS & EQUIPMENT
ı Environmental Sounds ay records which give sounds of the city, home, farm, school, in, animals, machinery, fire bell, class bell, tornado warn- g, etc. Ask pupils to listen to each sound and to identify it. efer to Area VI.)	Language Master Cards, records, Peabody Kit, phonograph, "Sounds I Can Hear," Scott Foresman
Sounds in Words t the example of good speech by presenting words in a slow d articulate manner so that the pupil will be able to imitate. epare a list of words or groups of words which pertain to e activities the pupils might be involved in at the time. Re- to **Speech Workbook.** (ch, j, s, z, th, and wh.) courage the pupils to repeat the words.	**Speech Workbook,** Jess A. LaPuma, State Department of Education
n and Directions rect the pupils to form a circle. Stand in the center of the cle and read the poem once. Reread and demonstrate the ggested motions. Read the poem again and ask the pupils move about the room making the appropriate motions.	Peabody Kit, Level 2
velop the meaning of "before" and "after." Direct the pupils stand in front of their chairs. Ask the pupils to listen. Ex- in that this game is to see if the pupil can remember what words "before" and "after" mean. Give the following and nilar directions. Provide any explanation, repetition, or monstration to strengthen the pupils' understanding of the anings of "before" and "after." ve the following instructions: Before you sit down, clap your hands. After you stand up, close your eyes. Before you sit down, blink your eyes. After you stand up, jump up two times. Before you sit down, hop on one foot. After you stand up, clap your hands. efer to Area VI)	Language Master, Tape recorder Record player, records
ve the pupil select a card or an envelope which indicates home address. Give the card, or envelope, to the pupil to d if he recognizes and says his address. If the pupil does recognize his address, tell him and have him repeat it. me back to him later to see if he remembers. When all the	Tele-taker, Mailbox, Cards (name and address) Language Master

ORAL LANGUAGE

ADVANCED

LEARNINGS: Listening for Information and Directions (continued)

ACTIVITIES	PROCEDURES
	cards have been given out, use the roll book to call out the a dresses. Ask the pupil to listen and when he hears his addre return the card to the teacher for use at a later date. (Ref to Area X.)
Learning to build sentences	Schedule a time to respond to directions by making a sentenc such as, Make a sentence which tells us the day of the week. Name all the days of the week. Name the last month of the year. Name a time of day. Make a sentence about noon. Make a sentence telling how many months there are in t year. Develop other directions around this theme.
Developing memory patterning through listening and following directions	Inform the pupils that the goal of the game is to find out w is better in remembering, the boys or the girls. Line up t boys and the girls on opposite sides of the room. Alternate fro boys to girls having them repeat the pattern which is clapp out. Begin with easy patterns and then make them more a more complex; such as, Easy: 3 loud claps; 3 quiet claps. Medium: 1 loud clap; 2 quiet claps; 3 loud claps. Hard: 1 loud clap; 6 quiet claps; 2 loud claps. Conclude by congratulating both groups for a fine job and c clare a tie.

LEARNINGS: Listening for Conversation.

ACTIVITIES	PROCEDURES
Participating in conversations	Hold a conversation with a pupil concerning the family, a ivities of the day, etc. Have a special period in the day wh the pupil sits in the "Conversation Chair." Question the pu to stimulate conversation.
Listening to telephone conversations	Use the telezonia or telephonia. Arrange phone conversatio between pupils. Encourage the pupils to talk to each other the telephone or to listen to conversations on the telepho Permit the pupils to talk to each other on walkie-talkies. Arrange for actual phone conversations on the real telepho

ORAL LANGUAGE

ADVANCED

PROCEDURES

MATERIALS & EQUIPMENT

ation and Directions (continued)

cards have been given out, use the roll book to call out the addresses. Ask the pupil to listen and when he hears his address, return the card to the teacher for use at a later date. (Refer to Area X.)

Schedule a time to respond to directions by making a sentence; such as,
Make a sentence which tells us the day of the week.
Name all the days of the week.
Name the last month of the year.
Name a time of day.
Make a sentence about noon.
Make a sentence telling how many months there are in the year.

Tape recorder
Language Master

Develop other directions around this theme.

Inform the pupils that the goal of the game is to find out who is better in remembering, the boys or the girls. Line up the boys and the girls on opposite sides of the room. Alternate from boys to girls having them repeat the pattern which is clapped out. Begin with easy patterns and then make them more and more complex; such as,

Easy:	3 loud claps; 3 quiet claps.
Medium:	1 loud clap; 2 quiet claps; 3 loud claps.
Hard:	1 loud clap; 6 quiet claps; 2 loud claps.

Conclude by congratulating both groups for a fine job and declare a tie.

ation.

Hold a conversation with a pupil concerning the family, activities of the day, etc. Have a special period in the day when the pupil sits in the "Conversation Chair." Question the pupil to stimulate conversation.

Use the telezonia or telephonia. Arrange phone conversations between pupils. Encourage the pupils to talk to each other on the telephone or to listen to conversations on the telephone. Permit the pupils to talk to each other on walkie-talkies.

Telezonia or telephonia
Tape recorded and walkie-talkies

Arrange for actual phone conversations on the real telephone.

Real telephone.

ORAL LANGUAGE
ADVANCED

LEARNINGS: Listening for Enjoyment

ACTIVITIES	PROCEDURES
Listening to recorded songs in Language Master	Play the Language Master cards while the pupils lis them to react to what they have heard.
Listening to stories or poems	Tell a story or recite a poem while the pupils listen. pupils to listen carefully. Ask them to repeat part of w have heard.

LEARNING TO SPEAK (Expressive Skills

LEARNINGS: Identifying People, Objects, and Pictures

ACTIVITIES	PROCEDURES
Using words and pictures	Show the picture of a snake. Ask the questions about as, “How many have ever seen a snake?” “How many like a snake?” “The snake says ‘Sssss.’” Ask the pup to make the sound together. Go around to each pupil, sound and listen to him saying the sound in the wo words on the board; such as, “so” and “see.” Ask the pick out the letter that sounds like the snake and to words. Continue this procedure in teaching words ha sounds of ch, j, s, z, th, wh. (Refer to Articulation Cha
Playing “Days of the Week” game	Discuss the days of the week and guide pupils into i the favorite activity which he associates with each example:

Monday	Planning Day
Tuesday	Film Day
Wednesday	Speech Day
Thursday	Recreation Day
Friday	Dance around the clock Day
Saturday	Home from school Day
Sunday	Church or home Day

Use pictures from magazines, depicting activities du tain days.

LEARNINGS: Learning Position and Placement of Body Parts Used for Speech

ACTIVITIES	PROCEDURES
Presenting activities which assist in further development of awareness of position and placement of body parts used for speech; such as,	Present words and sounds to be taught in the Advanc Ask the pupils to reproduce the sounds. Check to see or lack of need to spend more time on the sounds.

ORAL LANGUAGE
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
ment	
Play the Language Master cards while the pupils listen. Ask them to react to what they have heard.	Language Master cards.
Tell a story or recite a poem while the pupils listen. Tell the pupils to listen carefully. Ask them to repeat part of what they have heard.	Tape recorder Tape records Record player
LEARNING TO SPEAK (Expressive Skills)	
bjects, and Pictures	
Show the picture of a snake. Ask the questions about it; such as, "How many have ever seen a snake?" "How many can talk like a snake?" "The snake says 'Sssss.'" Ask the pupils to try to make the sound together. Go around to each pupil, make the sound and listen to him saying the sound in the word. Place words on the board; such as, "so" and "see." Ask the pupils to pick out the letter that sounds like the snake and to say the words. Continue this procedure in teaching words having the sounds of ch, j, s, z, th, wh. (Refer to Articulation Chart.)	Picture or toy of a snake Chalk, chalkboard, ABC'S Chart in view of all pupils T.V. video tapes on words Articulation Chart **Speech Workbook,** Jess A. LaPuma, State Department of Education
Discuss the days of the week and guide pupils into indicating the favorite activity which he associates with each day. For example: Monday Planning Day Tuesday Film Day Wednesday Speech Day Thursday Recreation Day Friday Dance around the clock Day Saturday Home from school Day Sunday Church or home Day	Language Master Tape recorder
Use pictures from magazines, depicting activities during certain days.	I.M.C., Jefferson City Pictures
nd Placement of Body Parts Used for Speech	
Present words and sounds to be taught in the Advanced Level. Ask the pupils to reproduce the sounds. Check to see the need or lack of need to spend more time on the sounds.	**Speech Workbook,** Jess A. LaPuma

ORAL LANGUAGE
ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Learning Position and Placement of Body Parts Used for Speech (continue	
Giving drill in tongue placement and positioning of the body parts used for the sounds in words taught at the Advanced Level	
Presenting new sounds on the Advanced Level, which include ch, j, s, z, th, and wh. (Refer to Articulation Chart.)	Prepare tapes for this division. In preparing the ta the sounds in words very slowly, several times. Follow this by repeating a sentence using the word pupils to repeat the words and sentences. Teach the say the "ch" sound while chewing. (Refer to **Speech W**
LEARNINGS: Learning to Use words in Simple Sentences	
Learning to participate in discussing photographs of pupils	Take photographs of the pupils. Show the picture and ask questions leading to discussion; such as, " you see?" "Is she a big or little girl?" "What is he "How old is she?" Repeat the information as a story ure. Use various methods in improving the pupils use sentences. Ask questions; such as, "What is your full name?" "What is your parents names?" "What is your teacher's name?" Ask the pupils to respond in sentence form.
LEARNINGS: Learning to Make Speech Sounds in Words Correctly	
Indicating awareness of sound	Present words and sounds in a slow and articulate m struct the pupils to listen for particular words or so indicate hearing them by clapping their hands. Repe
Playing "Let's Go Fishing"	Prepare a box containing words about fish. Be sure box contains words that represent only one of the sounds at a time. Use words with beginning sounds ch, j, s, z, th, wh. (Refer to Articulation Chart.) Per to "fish" for a word and to repeat it.
Learning to use words in simple sentences	Use tapes to aid pupils in developing further skill fo tack. In preparing the tape, repeat the word slow times. Use a sentence, including the word in it. Us phones to aid in good concentration. Repeat the many times.

ORAL LANGUAGE
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
on and Placement of Body Parts Used for Speech (continued)	
Prepare tapes for this division. In preparing the tape, repeat the sounds in words very slowly, several times.	Tape Recorder **Speech Workbook** Articulation Chart
Follow this by repeating a sentence using the word. Ask the pupils to repeat the words and sentences. Teach the pupils to say the "ch" sound while chewing. (Refer to **Speech Workbook)**	
words in Simple Sentences	
Take photographs of the pupils. Show the picture of a pupil and ask questions leading to discussion; such as, "Whom do you see?" "Is she a big or little girl?" "What is her name?" "How old is she?" Repeat the information as a story of a picure.	Photographs of pupils, pictures, flannelboard.
Use various methods in improving the pupils use of simple sentences. Ask questions; such as, "What is your full name?" "What is your parents names?" "What is your teacher's name?" Ask the pupils to respond in sentence form.	
ke Speech Sounds in Words Correctly	
Present words and sounds in a slow and articulate manner. Instruct the pupils to listen for particular words or sounds and indicate hearing them by clapping their hands. Repeat sounds.	Mimeograph words, Rhyming word cards, Tape recorder and earphone set, **Speech Workbook**
Prepare a box containing words about fish. Be sure that the box contains words that represent only one of the beginning sounds at a time. Use words with beginning sounds; such as, ch, j, s, z, th, wh. (Refer to Articulation Chart.) Permit pupil to "fish" for a word and to repeat it.	**Speech Workbook,** T.V. Video tapes Paper, Word list, scissors, magnet, paper clips, box, Articulation Chart
Use tapes to aid pupils in developing further skill for word attack. In preparing the tape, repeat the word slowly several times. Use a sentence, including the word in it. Use the earphones to aid in good concentration. Repeat the sentence many times.	Books, flash cards, word games, Experience charts and posters, Recipes and cookbook signs (reading for protection), Filmstrips, projector, T.V. video tapes

ORAL LANGUAGE
ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Learning to Make Speech Sounds in Words Correctly (continued)	
	Use the Word Wheel. Have pupils supply missing words tha fit into sentences. (Use Word Wheel.)
LEARNINGS: Learning to Use Words in Complex Sentences	
Practicing using the telephone	Use two telephones from the Bell Telephone Co. Teach th pupils proper procedure in using the telephone at home; suc as responding politely, asking a question, and using comple sentences.
Playing "Name Your Job"	Play "Name Your Job." Divide the group into two teams. Pas out the Occupation Cards to the members of one team. Instruc one pupil to begin a sentence about his picture. The other tea makes up the ending for the sentence. Example: The barb picked up the scissors . . . to cut a man's hair.
LEARNINGS: Learning to use Conversational Speech Patterns	
Learning to converse	Schedule a time for conversation. Set up a situation; such a a visit to the pupils home. Role play. Ask the pupil to gre the visitor at the door, to invite the visitor in, to show th visitor something that he likes very much, to introduce th visitor to some of the members of his family, and to say goo bye when the visitor leaves.
Role Playing (Jobs)	List all jobs on the chalkboard. Assign a job to each pupi Ask each pupil to dramatize his job. Example: Janitor, dis washer, milkman, doctor, policeman. Permit the other pupi to guess which job is dramatized.
Playing "The Name Game"	Play the "Name Game." Instruct a pupil to stand to give h name, and also the name of each of his classmates. Give eac pupil a chance. Continue as time permits. Use the same pr cedure and ask each pupil to give address and telephone nu ber. (Refer to Area X)

ORAL LANGUAGE
ADVANCED

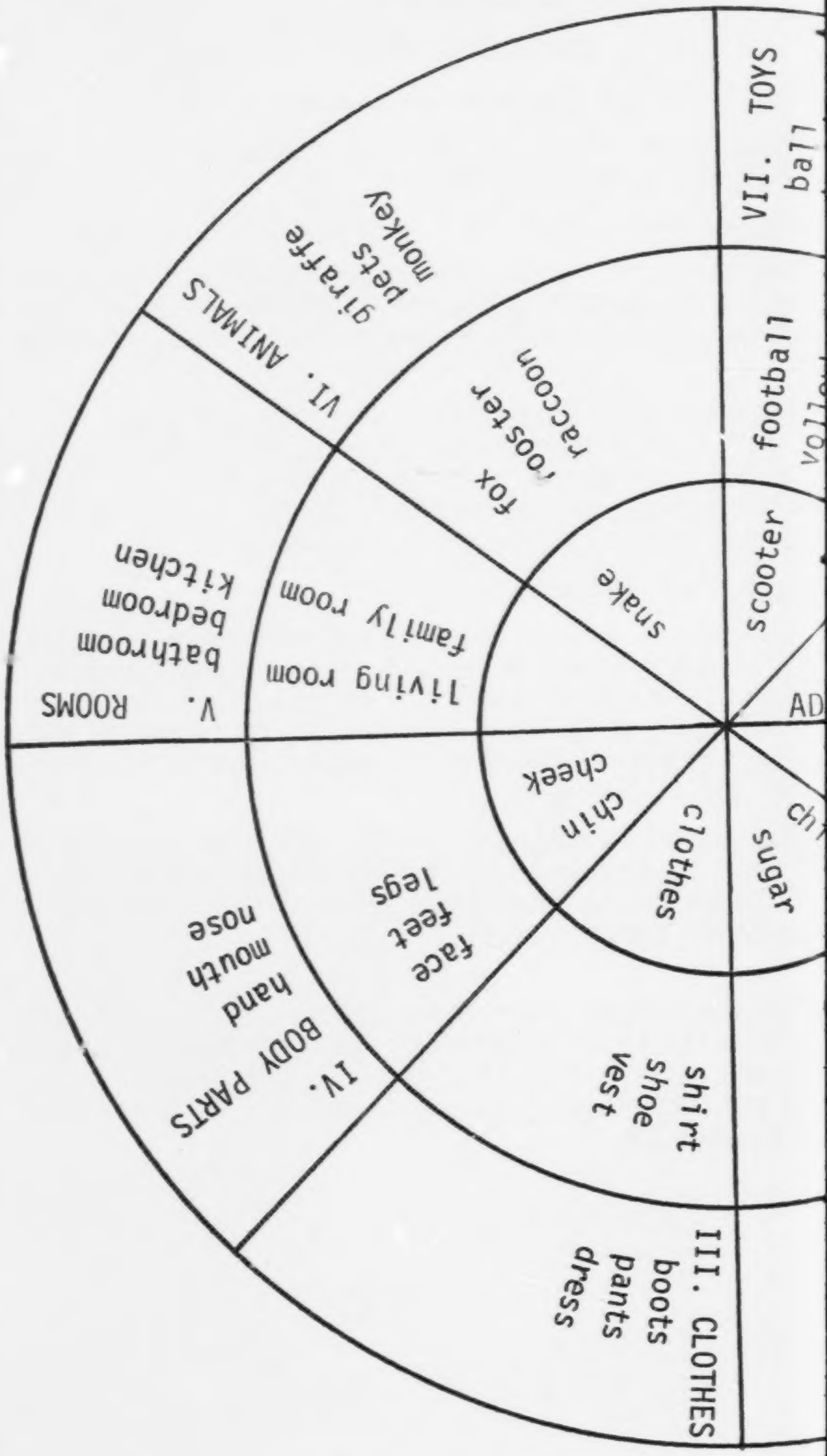
PROCEDURES	MATERIALS & EQUIPMENT
Speech Sounds in Words Correctly (continued)	
Use the Word Wheel. Have pupils supply missing words that fit into sentences. (Use Word Wheel.)	Flash cards, posters, chalk, chalkboard, **Speech Workbook**
Words in Complex Sentences	
Use two telephones from the Bell Telephone Co. Teach the pupils proper procedure in using the telephone at home; such as responding politely, asking a question, and using complex sentences.	Sentence strips, chalk, chalkboard, T.V. Video tapes Flash Cards
Play "Name Your Job." Divide the group into two teams. Pass out the Occupation Cards to the members of one team. Instruct one pupil to begin a sentence about his picture. The other team makes up the ending for the sentence. Example: The barber picked up the scissors . . . to cut a man's hair.	Language Master, T.V. Video tapes
Conversational Speech Patterns	
Schedule a time for conversation. Set up a situation; such as, a visit to the pupils home. Role play. Ask the pupil to greet the visitor at the door, to invite the visitor in, to show the visitor something that he likes very much, to introduce the visitor to some of the members of his family, and to say good-bye when the visitor leaves.	
List all jobs on the chalkboard. Assign a job to each pupil. Ask each pupil to dramatize his job. Example: Janitor, dishwasher, milkman, doctor, policeman. Permit the other pupils to guess which job is dramatized.	T.V. Video tapes Flash cards, Language Master Film Projector, chalk, Hats of various workers in the community and props
Play the "Name Game." Instruct a pupil to stand to give his name, and also the name of each of his classmates. Give each pupil a chance. Continue as time permits. Use the same procedure and ask each pupil to give address and telephone number. (Refer to Area X)	Chalk, chalkboard, names of students on chalkboard

SUGGESTED WORD

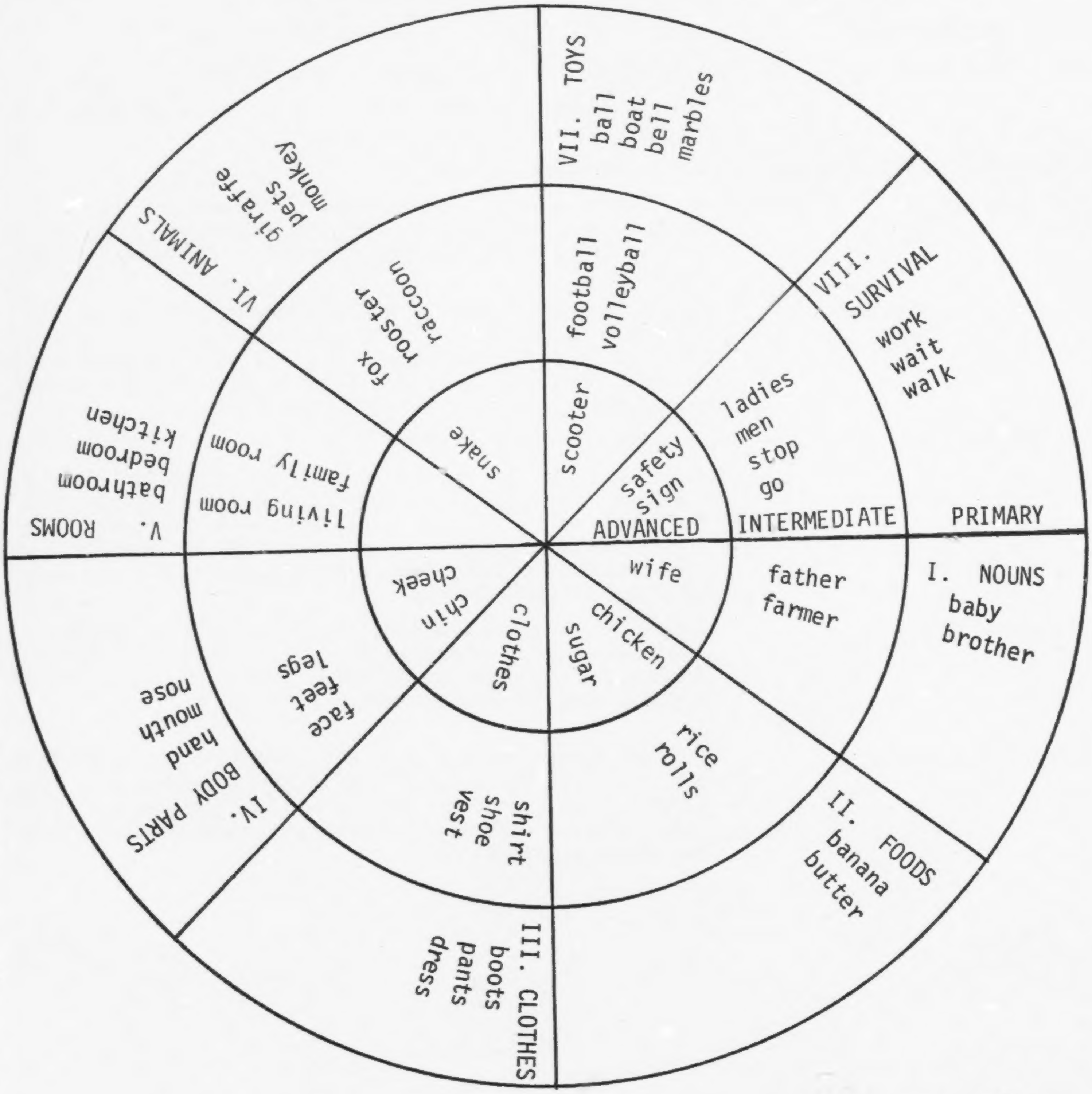
Prepare "Word Wheel" as pictured on this page. The purpose in doing so is to assist in organization of various words and the sounds involved in them which are to be taught in the various levels of development.

The organization of the wheel patterns the Fitzgerald Key as presented in the text, **Steps in Language Development for the Deaf,** by Bessie L. Pugh.

The word wheel included on this page contains only suggestions for classroom use. The teacher can reorganize the wheel to suit the pupils being served.


VII. TOYS
ball
football
scooter
VI. ANIMALS
giraffe
pets
monkey
fox
rooster
raccoon
snake
V. ROOMS
bathroom
bedroom
kitchen
living room
family room
IV. BODY PARTS
hand
mouth
nose
face
feet
legs
chin
cheek
clothes
sugar
III. CLOTHES
boots
pants
dress
shirt
shoe
vest

SUGGESTED WORD WHEEL


PRIMARY
INTERMEDIATE
ADVANCED
I. NOUNS
baby
brother
father
farmer
wife
II. FOODS
banana
butter
rice
rolls
chicken
sugar
III. CLOTHES
boots
pants
dress
shirt
shoe
vest
clothes
IV. BODY PARTS
hand
mouth
nose
face
feet
legs
chin
cheek
V. ROOMS
bathroom
bedroom
kitchen
living room
family room
VI. ANIMALS
giraffe
pets
monkey
fox
rooster
raccoon
snake
VII. TOYS
ball
boat
bell
marbles
football
volleyball
scooter
VIII. SURVIVAL
work
wait
walk
ladies
men
stop
go
safety
sign

SUGGESTED WORD CHART

For Teacher Organization

SPEECH SOUNDS
AS LISTED
IN INTRODUCTION

WORD LIST INCLUDED IN STATE DEPARTME

Level	Nouns	Foods	Clothes	Body Parts	Rooms	Toys
Primary						
p	pupil parent	pie popcorn	pants pajamas			
b	boy baby	butter banana	boots belt button		bathroom bedroom	boat balloo bell ball
m	mother man	milk meat	mitten	mouth		
Intermediate						
f	father farmer	fruit		face feet	family room	footba
sh	shadow		shirt shoes			
r	ring	rolls rice				racer
Advanced						
ch	chain chalk			chin cheek		
s		soup	suit skirt			
z			zipper			xyloph

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SUGGESTED WORD CHART

For Teacher Organization

WORD LIST INCLUDED IN STATE DEPARTMENT "Speech Workbook"

Nouns	Foods	Clothes	Body Parts	Rooms	Toys	Animals	Survival
pupil parent boy baby mother man	pie popcorn butter banana milk meat	pants pajamas boots belt button mitten	mouth	bathroom bedroom	boat balloon bell ball	puppy pig	poison parking
father farmer shadow ring	fruit rolls rice	shirt shoes	face feet	family room	football racer	fox sheep raccoon	right
chair chalk	soup	suit skirt zipper	chin cheek		xylophone	chicken snake zebra	safety sign

ORAL LANGUAGE DEVELOPMENT

Picture Books and Stories
The Little Family, Lenski, Oxford Press.
Little Golden Book of Shapes, Golden Press, N.Y.
My First Counting Book
Picture Dictionary
Fairy Tales — The Three Bears
"Wonder Story Books", Row Peterson and Co. 1957
Ginger Bread Boy and The Little Red Hen
Mother Goose

Records
Bowmar Records, "Songs for Children with Special Needs" 1, 2, 3.
Bowmar Records, "Singing Sounds" Album 1, 10515 Burbank, N. Hollywood, California.
Childrens Record Guild, "Muffin & Mother Goose", Young People's Record.
Columbia Records, "Syncopated Clock"
Concept Records, Vol. 1, 2, 3, "Basis Concepts"
Coral Records, "Children's Holidays."
Decca Records, "A Child's First Record", Frank Luther.
Kimbo Educational Records, 1. "Listening and Moving Series", Cratty, Box 55, Deal, N. J., 2. "
The Volta Bureau, Records to Accompany "What's its Name", Jean Utley, 1537-35 St. N.W. W
R.C.A., Nutcracker Suite
My First Golden Record Library
Activities for Oral Language
Big Book of Sounds, Ann M. Flowers
Talking Time, Scott, McGraw
Play Say, Mellencamp, Expression Company
Speech Thru Pictures, McCausland, Miller & Okrie, Department of Special Education, Phil. Pu
Helping Young Children Develop Language Skills, Merle Karnes, CEC, 1201 - 16th, N.W., Was
Singing Games and Singing Fun
Choral Speaking, for the Higher Grades, Expession Company
For Speech Sake, Ruth Jones, Fearon Publishing, 2263 Union Street, **San Francisco 23, Californi**
Instructo Concept Builders, Food and Animals
Instructo Giant Everyday Pictures 1. Keeping Clean and Healthy
2. People We Know
Instructo Recreating the World Around Us, My Home and Family
Milton Bradley Vowel Poster Cards
Consonant Poster Cards
Ideal — Initial and Final Consonant Charts
Listening Games
Building Listening Skills With Instructional Games, Wagner, Hosier, Blackman, Teachers Pu
Rhythm Band Instruments
Educational Rhythmics, Ferris and Jennet Robins

Miscellaneous
Teacher Made Materials
Flash Cards
Sentence Strips
Name Matching Games
Charts for Discussion — Weather Concept for sentence strips
Flannel Boards
Bulletin Boards

ORAL LANGUAGE DEVELOPMENT

rd Press.
olden Press, N.Y.

terson and Co. 1957
tle Red Hen

hildren with Special Needs" 1, 2, 3.
nds" Album 1, 10515 Burbank, N. Hollywood, California.
in & Mother Goose", Young People's Record.
Clock"
asis Concepts"
idays."
Record", Frank Luther.
"Listening and Moving Series", Cratty, Box 55, Deal, N. J., 2. "Sing and Do Record", Album 1, 2, 4.
Accompany "What's its Name", Jean Utley, 1537-35 St. N.W. Washington 7, D. C.

y

lowers

on Company
land, Miller & Okrie, Department of Special Education, Phil. Pub. Schools
op Language Skills, Merle Karnes, CEC, 1201 - 16th, N.W., Washington, D.C. 20036
her Grades, Expession Company
earon Publishing, 2263 Union Street, San Francisco 23, California
od and Animals
ures 1. Keeping Clean and Healthy
2. People We Know
d Around Us, My Home and Family
Cards
ter Cards
nant Charts

Instructional Games, Wagner, Hosier, Blackman, Teachers Publishing Corporation, Darien, Connecticut

and Jennet Robins

her Concept for sentence strips

ORAL LANGUAGE DEVELOPMENT

(cont.)

Puppets — Instructo Life size
Lotto Games
Mirrors
Toy Objects
Talking Toys
Telephone
Tok Bak Reflector
Role Playing Material, e.g., Play hats, puppets, uniforms

Mimeographed Materials
Milliken —
Benton —
Continental — Beginning Sounds, Level I; Useful Language, Level I.
Educator Ben-G Puzzles, Model Pub. Co., St. Louis, Missouri
Developmental Learning Materials

Resource Materials Kits
My First Kindergraph Kit
Peabody Language Development Kits
Telezonia, Bell Telephone

Equipment

Record Player
Audio Tape Recorder
Video Tape Recorder
Television Monitor
Listening Station
Filmstrip Projector
Language Master
Audio Flash Machine
Projector Screen
Telephone Sets
Felt Boards
Magnetic Boards

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Bereiter and Engelmann, **Teaching Disadvantaged Children in the Preschool,** Prentice-Hall, Inc., Eng
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Bernstein, Bebe, **Now I Read,** The John Day Company, New York, 1965.
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Bluemel, C. S., **Stammering and Allied Disorders,** The Macmillian Company, New York.
Brodnitz, Frederich S., **Vocal Rehabilitation,** New York, 1961.
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ORAL LANGUAGE DEVELOPMENT

fe size

g., Play hats, puppets, uniforms

g Sounds, Level I; Useful Language, Level I.
s, Model Pub. Co., St. Louis, Missouri
g Materials

it
lopment Kits
e

Listening Station
Filmstrip Projector
Language Master
Audio Flash Machine

Projector Screen
Telephone Sets
Felt Boards
Magnetic Boards

Individual Mirrors
Large Wall Mirror
Flash Lights
Audio Charts

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AREA III PHYSICAL EDUCATION COMMITTEE

CHAIRMAN:	Kathryn Jenkins	Rolla
MEMBERS:	Eileen Barber	North Kansas City
	Blanche Corrigan	Jefferson City

III

CATION

. . . . Rolla
North Kansas City
. . . . Jefferson City

PHYSICAL EDUCATION

INTRODUCTION

Physical Education is a process by which psycho-physical changes in the individu through his movement experiences.

Physical Education must meet the general needs and not just the physical needs of t our program must be so designed to build within the pupil a feeling of responsibility for hi ment in the world of movement and social being.

The early motor explorations of the pupil is a complex process of growth, developr which he finds out more about himself and his environment. Motor experimentation becon on which such knowledge, attitude, and behavior is built.

In early childhood, mental and physical activities play a major role in intellectual d

Most trainable pupils even though they are ambulatory are not able to execute ph should have developed normally. Many of the movements they lack and that are underdevel Every pupil should learn balance, how to walk properly, run, skip, hop, and march. It is quires an image of his physical self.

The exercises which contribute to the development and maintenance of the normal ments have been found more effective when an organized sequence is followed. Our program

Another value of physical education is that it relieves tensions by helping the sociall laxed. The more aggressive or hyperactive pupil can be helped to conform to an organize social pattern.

Trainable mentally retarded pupils need and can develop recreational skills in a wid to satisfy their physical, emotional, and social needs for now and the future.

Primary pupils need training in movement exploration. They need to become awa learn the capabilities of what their bodies can do. The image of himself is important.

The intermediate age should have specific training in skills. Before a pupil can e skills must be learned.

The advanced group should be made up of those pupils who have learned the basic s usually learn to play organized games. They can learn to appreciate the different sports. T or in the community and utilize their leisure time. Also they can develop an appreciation and sports and enjoy being a spectator.

Physical fitness is essential to the pupils. They need to develop strength and sta Physical activity helps get the body ready to learn academics.

GENERAL OBJECTIVES

1. To develop an attitude of self-respect.
2. To improve co-ordination.
3. To understand and enjoy sports.
4. To develop self-confidence.
5. To develop some degree of leadership.
6. To develop ability for group participation within the community.
7. To learn to follow directions.
8. To learn to get along with others.

PHYSICAL EDUCATION

INTRODUCTION

is a process by which psycho-physical changes in the individual are brought about
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retarded pupils need and can develop recreational skills in a wide variety of activities
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essential to the pupils. They need to develop strength and stamina for daily living.
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GENERAL OBJECTIVES

To develop an attitude of self-respect.
To improve co-ordination.
To understand and enjoy sports.
To develop self-confidence.
To develop some degree of leadership.
To develop ability for group participation within the community.
To learn to follow directions.
To learn to get along with others.

MOVEMENT EXPLORATION

Every infant discovers his hands, toes, fingers, and nose. Yet many t
pils have no concept of where their hands are, how they work, or what
unit is designed to aid trainable students become acquainted with their b
locomotor movements. Many trainable mentally retarded pupils need to l
with poise and efficiency. When they learn this, they feel more energeti
themselves, and more eager to do other things.

SPECIFIC OBJECTIVES

1. Body awareness.
2. Basic locomotor movements.
3. Concepts of right and left, forward, backward, light, and heavy.

PRIMARY

LEARNINGS: Awareness of Body and Locomotor Movements.

ACTIVITIES	PROCEDURES
Teaching body identification and movements as follows:	In all of the following procedures, demonstrate first, and give time for practice.
Developing body awareness.	Demonstrate, using one pupil. Touch part of the body. N it. Ask all pupils to repeat the name. Repeat the procedur ing other parts of the body and other pupils. Play "Follov Leader".
	Scatter pupils on the gym floor or on mats. Seat each facing a partner; give command, "Feet to feet". Pupils e legs and touch feet.
Playing "Busy Bee"	Give commands for touching other parts of the body, ke pupils moving and solving problems. Give command " Bee". Teach pupils that this means for each pupil to find a partner and the game begins again.
LEARNINGS: Crawling	
Crawling forward	Teach cross-diagonal crawling, moving opposite arm an forward together.
Crawling backward	Reverse the above for crawling backward.
LEARNINGS: Walking	
Walking forward	Permit pupils to use either bare or stocking feet. Direct p to point to toes of lead foot with opposite hand and move ward.
Walking backward	Instruct the pupils to reverse the above and move back

MOVEMENT EXPLORATION

very infant discovers his hands, toes, fingers, and nose. Yet many trainable retarded pu-
ave no concept of where their hands are, how they work, or what to do with them. This
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oise and efficiency. When they learn this, they feel more energetic, more pleased with
elves, and more eager to do other things.

SPECIFIC OBJECTIVES

1. Body awareness.
2. Basic locomotor movements.
3. Concepts of right and left, forward, backward, light, and heavy.

PRIMARY

of Body and Locomotor Movements.

PROCEDURES	MATERIALS & EQUIPMENT
In all of the following procedures, demonstrate first, and then give time for practice.	
Demonstrate, using one pupil. Touch part of the body. Name it. Ask all pupils to repeat the name. Repeat the procedure using other parts of the body and other pupils. Play "Follow the Leader".	I Can't Spell Hippopotamus Educational Rhythmics
Scatter pupils on the gym floor or on mats. Seat each pupil facing a partner; give command, "Feet to feet". Pupils extend legs and touch feet.	Gym mats
Give commands for touching other parts of the body, keeping pupils moving and solving problems. Give command "Busy Bee". Teach pupils that this means for each pupil to find a new partner and the game begins again.	
Teach cross-diagonal crawling, moving opposite arm and leg forward together.	
Reverse the above for crawling backward.	
Permit pupils to use either bare or stocking feet. Direct pupils to point to toes of lead foot with opposite hand and move forward.	
Instruct the pupils to reverse the above and move backward.	

MOVEMENT EXPLORATION

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS Walking (continued)	
Walking up and down stairs	Instruct pupils to stand, keeping the body straight at all and to proceed as follows: Place whole foot on the tread of stairs. Keep toes pointed straight and step up. To take another step, alternate the feet and proceed as a
Walking heavily	Instruct pupils to take long steps and place the body w heavily on each step.
Walking lightly	Instruct pupils to take short steps, keeping the body w even.
LEARNINGS: Standing in Place	
Standing against the wall	Stand a pupil against a wall. Check to see that the back head, shoulders, small of back, hips, thighs, calves of legs heels are against the wall
Standing in line	Instruct pupils to stand erect in a straight line, an arm's apart.
LEARNINGS: Crossing Midline	
Clapping hands	Instruct pupils to clap hands, having hands meet at the of body.
LEARNINGS: Neck Rotation	
Moving neck in clockwise motion.	Instruct pupils to stand still and to move the neck in a wise motion.
Moving neck in counter clockwise motion.	Reverse the above for counter clockwise motion

PHYSICAL FITNESS

Frequently trainable retarded pupils do not have the stamina to mee living. They need to have their endurance gradually built up so that they c the activities of daily living. This fitness unit is designed to help the train prove his strength and endurance. The exercises should be introduced according to his capacity. It is hoped that by exercising regularly, the tr can enjoy the activities of life and not find them too strenuous.

SPECIFIC OBJECTIVES

1. To build strength and endurance.
2. To increase flexibility and agility.
3. To develop an appreciation of physical well bei

MOVEMENT EXPLORATION
PRIMARY

	PROCEDURES	MATERIALS & EQUIPMENT
ued)	Instruct pupils to stand, keeping the body straight at all times and to proceed as follows: Place whole foot on the tread of stairs. Keep toes pointed straight and step up. To take another step, alternate the feet and proceed as above.	"The Stairs" Educational Rhythmics
	Instruct pupils to take long steps and place the body weight heavily on each step.	Record with strong beat, "Parade of the Wooden Soldier"
	Instruct pupils to take short steps, keeping the body weight even.	
ce	Stand a pupil against a wall. Check to see that the back of the head, shoulders, small of back, hips, thighs, calves of legs, and heels are against the wall	
	Instruct pupils to stand erect in a straight line, an arm's length apart.	
ne	Instruct pupils to clap hands, having hands meet at the center of body.	
	Instruct pupils to stand still and to move the neck in a clockwise motion.	
	Reverse the above for counter clockwise motion	

PHYSICAL FITNESS

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SPECIFIC OBJECTIVES

1. To build strength and endurance.
2. To increase flexibility and agility.
3. To develop an appreciation of physical well being.

PHYSICAL FITNESS

PRIMARY

LEARNINGS: Basic Skills Necessary for Physical Fitness Program.

ACTIVITIES	PROCEDURES
Teaching the various physical fitness procedures as:	
Sit-ups	Lie on back on mat. Bend at knees, keeping feet together a arms folded across chest. Raise to a sitting position.
Stretch and bend	Place arms above head. Stand on tiptoes, then bend down a touch toes.
Jumping Jacks	Place feet together, hands at sides. With a jumping mot move feet apart and hands to a position above the head (ar straight). Bring hands back to sides and feet together in jumping motion.
Waist bending and side toe touching.	Stand erect, raise hands over head, with feet apart. Bend fo ward at waist without bending knees. Touch floor 6" outsi the left foot, then between feet, and then 6" outside the rig foot. Return to upright position between each movement.
Speed back lifts.	Lay face down on the mat with the hands behind the n Partner sits and holds ankles down. Raise trunk until the c clears the floor. (Score is the number of complete execut in 30 seconds).

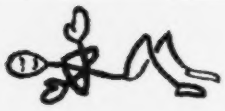
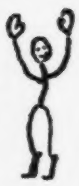
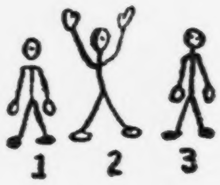
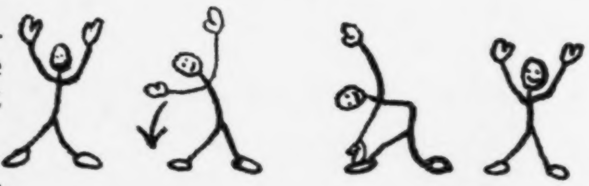
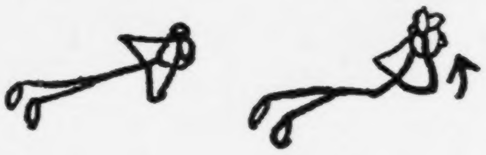
LEARNINGS: Learning How to Handle Weighted Objects.

ACTIVITIES	PROCEDURES
Handling weighted objects while seated in a circle.	Use a medicine ball. Push the ball to each other while sea in a circle.
Standing in a circle.	Pass the ball to each other while standing in a circle.
In a relay line.	Pass the ball to the person next in line chest high; pass the overhead, between legs, or with a chest pass.

PHYSICAL FITNESS

PRIMARY

ary for Physical Fitness Program.

PROCEDURES	MATERIALS & EQUIPMENT
Lie on back on mat. Bend at knees, keeping feet together and arms folded across chest. Raise to a sitting position.	 Gym mat.
Place arms above head. Stand on tiptoes, then bend down and touch toes.	"Geography" Educational Rhythmics
Place feet together, hands at sides. With a jumping motion, move feet apart and hands to a position above the head (arms straight). Bring hands back to sides and feet together in one jumping motion.	"Hercules", T.V. Tape Honor Your Partner Album No. 14  
Stand erect, raise hands over head, with feet apart. Bend forward at waist without bending knees. Touch floor 6" outside the left foot, then between feet, and then 6" outside the right foot. Return to upright position between each movement.	
Lay face down on the mat with the hands behind the neck. Partner sits and holds ankles down. Raise trunk until the chest clears the floor. (Score is the number of complete executions in 30 seconds).	

Handle Weighted Objects.

PROCEDURES	MATERIALS & EQUIPMENT
Use a medicine ball. Push the ball to each other while seated in a circle.	Medicine ball. They can be made by filling old basketballs with rubber hose or other heavy material. Use a tire patch to reseal opening.
Pass the ball to each other while standing in a circle.	
Pass the ball to the person next in line chest high; pass the ball overhead, between legs, or with a chest pass.	

BALANCE

Often trainable mentally retarded pupils have balance problems. They fall
cannot get up and down without having problems. They need to learn how to co
and legs so they do not throw themsevles out of balance. Self-confidence needs
so they do not panic and lose control. The balance beam appears to be one piec
that helps the trainable mentally retarded resolve some of his balance problems
mentally retarded pupils will be fearful but, with proper instruction, they can
use the beam unassisted.

SPECIFIC OBJECTIVES

1. To improve equilibrium.
2. To improve coordination.
3. To improve posture.

PRIMARY

LEARNINGS: Improvement of Self-Confidence Through Balance Training.

ACTIVITIES	PROCEDURES
Providing activities to improve balance, as,	In each of the following procedures give the following instructions:
Walking on straight line on floor, forward	Walk heel to toe on the line.
Walking backward	Reverse the above.
Walking sideways (both sides)	Step, together, step. Do not slide feet.
Standing on one foot.	Stand on one foot with arms folded across chest. Change feet.
Sitting on Floor.	Sit on floor, legs extended straight in front of the body, feet together, back and head erect.
Teaching hand and knee balancing while:	
Down on hands and knees	Take a basic position down on all fours. Be sure palms are flat.
Right leg and right hand are off mat.	In the same position as above, lift right leg and hand off the mat.
Right leg and left hand are off the mat.	In the same position as above, lift right leg and left hand off the mat.
Left leg and right hand are off the mat.	In same basic position, lift left leg and right hand off the mat.
Using balance beam to teach:	

BALANCE

ble mentally retarded pupils have balance problems. They fall off chairs and d down without having problems. They need to learn how to control their arms do not throw themsevles out of balance. Self-confidence needs to be developed anic and lose control. The balance beam appears to be one piece of equipment rainable mentally retarded resolve some of his balance problems. Most trainable d pupils will be fearful but, with proper instruction, they can quickly learn to assisted.

SPECIFIC OBJECTIVES

1. To improve equilibrium.
2. To improve coordination.
3. To improve posture.

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
onfidence Through Balance Training.	
In each of the following procedures give the following instructions:	
Walk heel to toe on the line.	
Reverse the above.	
Step, together, step. Do not slide feet.	
Stand on one foot with arms folded across chest. Change feet.	"The Stork"
Sit on floor, legs extended straight in front of the body, feet together, back and head erect.	
Take a basic position down on all fours. Be sure palms are flat.	Gym mat
In the same position as above, lift right leg and hand off the mat.	
In the same position as above, lift right leg and left hand off the mat.	
In same basic position, lift left leg and right hand off the mat.	

BALANCE
PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Improvement of Self-Confidence Through Balance Training (continued)	
Walking forward	Walk forward on the beam in a heel to toe fashi straight ahead.
Walking backward	Reverse the above.
Walking sideways (both sides)	Walk sideways. Lift feet up between steps.
Sitting on the beam	Sit so that legs are extended in front of the body off Keep head and trunk erect.
Standing on one foot	Stand on one foot on the beam with arms folded a chest.
LEARNINGS: Walking With Weights	
Walking with weights using bean bags and moving.	Alternate two bean bags in right and left hand. Plac cupped hands and hold at midline of body.
Forward	Hold as above. Move forward.
Backward	Hold as above. Move backward.
Sideways	Hold as above. Move to the side.

FLOOR MAT ACTIVITIES

Most normal children creep, crawl and walk without much diffi seem to "come naturally." Unfortunately, the retarded child does n needs to be taught many of the basic motor activities. This unit designed to help the retarded pupil learn how he can use and move to roll and move about on hands and feet and these activities can h retarded develop strength and agility. Pupils take pride and build when they can control their bodies and express themselves through

SPECIFIC OBJECTIVES

1. To build stamina and suppleness.
2. To exercise control.
3. To develop strength.
4. To introduce interdependence by having tw pupils work together.

LEARNINGS: Use of Floor Mat to Further Physical Fitness.	
Teaching activities using the floor mat to develop skills as,	
Rolling on floor	Lie down on mat. Place hands over head. Roll down of the mat.

BALANCE
PRIMARY
PROCEDURES

MATERIALS & EQUIPMENT

Self-Confidence Through Balance Training (continued)

Walk forward on the beam in a heel to toe fashion. Look straight ahead.

Reverse the above.

Walk sideways. Lift feet up between steps.

Balance beam $10.95
Constructive Playthings
1040 East 85th Street
Kansas City, Missouri

Sit so that legs are extended in front of the body off the floor. Keep head and trunk erect.

Stand on one foot on the beam with arms folded across the chest.

eights

Alternate two bean bags in right and left hand. Place bags in cupped hands and hold at midline of body.

Hold as above. Move forward.

Hold as above. Move backward.

Hold as above. Move to the side.

Bean bags. For directions on making bean bags see Job Task Sample Study No. 5, "Plan for Enriching the Workshop Emphasis Curriculum," 1967.

FLOOR MAT ACTIVITIES

ormal children creep, crawl and walk without much difficulty. These activities just
ome naturally." Unfortunately, the retarded child does not progress quickly and
e taught many of the basic motor activities. This unit on floor mat activities is
help the retarded pupil learn how he can use and move his body. All children like
move about on hands and feet and these activities can help the trainable mentally
evelop strength and agility. Pupils take pride and build confidence in themselves
can control their bodies and express themselves through their own movements.

SPECIFIC OBJECTIVES

1. To build stamina and suppleness.
2. To exercise control.
3. To develop strength.
4. To introduce interdependence by having two pupils work together.

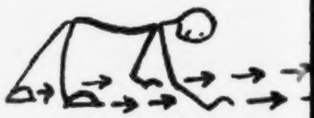
at to Further Physical Fitness.

Lie down on mat. Place hands over head. Roll down the length of the mat.

Gym mat

FLOOR MAT ACTIVITIES
PRIMARY

LEARNINGS: Use of Floor Mat to Further Physical Fitness (continued).

ACTIVITIES	PROCEDURES
Measuring worm	Support body on hands and feet with legs extended backwa Keep hands in place and knees stiff. Walk on toes with sh steps until feet are near hands. Keeping the feet in place, w forward with hands taking short steps until original posit is attained.
"All four" walking	Bend over and place hands on floor. Walk forward on ha and feet. 
Lame dog walk	Walk on hands and one foot, with other leg held high. Kr and elbows stiff and hips elevated. Walk forward.
Toe grasp walk	Bend knees slightly. Bend trunk forward. Grasp toes w hands. Keep this position and walk forward.
Ostrich walk	Bend over, grasp ankles, and walk forward.
Frog jump	Take a squat position with hands on floor between legs. Tra forward by leaping forward to hands, bringing the legs u squat position. Place the hands well in front of the body a each jump.
Cradle	Sit on the edge of the mat. Draw knees up to the chest. P arms around legs just below knees. Roll back to shoulders t back up to sitting position causing the body to rock forw and back in a cradle motion.
Forward roll	Take a squatting position at one end of the mat. Keep pa flat against the mat and elbows straight. Push off with b feet, elevating the hips and tucking the chin against the ch Land on the back of the neck and shoulders, letting elb bend to absorb the shock. Do not let the head touch the r Tuck into a tight ball and roll over gripping shins with h hands, pulling feet under the buttocks. Come up on feet w out putting the hands on mat.

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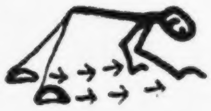
FLOOR MAT ACTIVITIES
PRIMARY
PROCEDURES

MATERIALS & EQUIPMENT

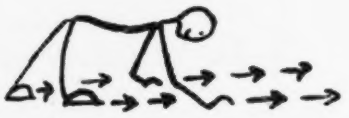
t to Further Physical Fitness (continued).

Support body on hands and feet with legs extended backwards. Keep hands in place and knees stiff. Walk on toes with short steps until feet are near hands. Keeping the feet in place, walk forward with hands taking short steps until original position is attained.



Bend over and place hands on floor. Walk forward on hands and feet.

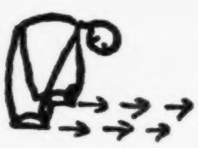
"Honor Your Partner"
Album No. 14

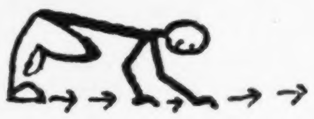


"Honor Your Partner"
Album No. 14

Walk on hands and one foot, with other leg held high. Knees and elbows stiff and hips elevated. Walk forward.

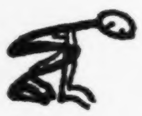
Bend knees slightly. Bend trunk forward. Grasp toes with hands. Keep this position and walk forward.





Bend over, grasp ankles, and walk forward.

Take a squat position with hands on floor between legs. Travel forward by leaping forward to hands, bringing the legs up to squat position. Place the hands well in front of the body after each jump.



Sit on the edge of the mat. Draw knees up to the chest. Place arms around legs just below knees. Roll back to shoulders then back up to sitting position causing the body to rock forward and back in a cradle motion.

Take a squatting position at one end of the mat. Keep palms flat against the mat and elbows straight. Push off with both feet, elevating the hips and tucking the chin against the chest. Land on the back of the neck and shoulders, letting elbows bend to absorb the shock. Do not let the head touch the mat. Tuck into a tight ball and roll over gripping shins with both hands, pulling feet under the buttocks. Come up on feet without putting the hands on mat.

BALL HANDLING

Most pupils love to play ball. The trainable pupil is no different. Oft
from ball activities because they may be afraid of the ball or lack confide
This unit is designed to build up, sequentially, the ball handling skills. T
taught proper ball handling skills and the elimination of present and futur
learn to share the ball and take turns using it. To many trainable pupils th
world; a chance to do something like big brother or the guy next door. Ba
improving eye tracking, hand and eye coordination, and builds up self-confi
team gives one the feeling of belonging and being a member. This is importa
especially so to a trainable mentally retarded pupil.

SPECIFIC OBJECTIVES

1. To get the feeling of the ball, thereby eliminating
2. To improve dexterity.
3. To improve eye tracking.
4. To provide leisure time activities.
5. To introduce group participation.

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Ball Handling	
Using the following activities to further the skills in handling a ball:	In each of the following procedures demonstrate, if advisab and give instructions or descriptions.
Circle ball pass	Sit Indian style in a circle. Demonstrate rolling the ball. Ke hands behind the ball with fingers pointed down. Move the b across the floor. Call the name of the person to whom the b is being rolled. (Refer to Home Living)
Rolling ball on the table.	One pupil stands at the end of the table. He rolls the ball dov the table to another pupil. Catch the ball if it rolls off the tab Use both hands. Catch the ball from the body.
Striking a ball	Fasten a string to a wiffle ball and secure it to the ceiling door frame in such a manner that the ball swings like a pe dulum. Strike at the ball with a plastic bowling pin or b Lower the ball and let the pupils kick the ball.
Circle bounce	Stand in a circle and bounce the ball to the next person. Bou the ball on the floor between the bouncer and the receive
Circle ball throw	Stand in a circle and toss the ball to the person next in li Toss underhanded. To catch the ball, outstretch the hands a keep the palms up.
Circle pass relay	Make two circles. Each group take a ball. On signal "go" s which circle can pass the ball around the fastest.

BALL HANDLING

love to play ball. The trainable pupil is no different. Often they shy away ties because they may be afraid of the ball or lack confidence in their skill. igned to build up, sequentially, the ball handling skills. The pupils must be all handling skills and the elimination of present and future fears. They must he ball and take turns using it. To many trainable pupils this is a whole new to do something like big brother or the guy next door. Ball handling aids in racking, hand and eye coordination, and builds up self-confidence. Being on a the feeling of belonging and being a member. This is important to everyone but a trainable mentally retarded pupil.

SPECIFIC OBJECTIVES

1. To get the feeling of the ball, thereby eliminating fear.
2. To improve dexterity.
3. To improve eye tracking.
4. To provide leisure time activities.
5. To introduce group participation.

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
In each of the following procedures demonstrate, if advisable, and give instructions or descriptions.	
Sit Indian style in a circle. Demonstrate rolling the ball. Keep hands behind the ball with fingers pointed down. Move the ball across the floor. Call the name of the person to whom the ball is being rolled. (Refer to Home Living)	One may use a playground ball, beach ball, wiffle ball, softball, or clutch ball. ($2.25 Constructive Playthings)
One pupil stands at the end of the table. He rolls the ball down the table to another pupil. Catch the ball if it rolls off the table. Use both hands. Catch the ball from the body.	Table and ball
Fasten a string to a wiffle ball and secure it to the ceiling or door frame in such a manner that the ball swings like a pendulum. Strike at the ball with a plastic bowling pin or bat. Lower the ball and let the pupils kick the ball.	Wiffle ball, string, and tape
Stand in a circle and bounce the ball to the next person. Bounce the ball on the floor between the bouncer and the receiver.	
Stand in a circle and toss the ball to the person next in line. Toss underhanded. To catch the ball, outstretch the hands and keep the palms up.	
Make two circles. Each group take a ball. On signal "go" see which circle can pass the ball around the fastest.	Two large playground balls

BALL HANDLING

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Ball Handling (continued)	
Overhead relay	Divide into two lines. The first pupil in each line holds a The first pupil passes the ball over his head to the second pil; this pupil passes it over to the next. The last pupil in brings the ball to the front of the line and starts it over ag
Under legs relay	Take the same formation as above. The first pupil passes ball between his legs to the second pupil, the second p passes it to the third, etc. The last pupil takes the ball to front of the line and starts it over again.
Box toss	Toss balls into an empty box. As skill increases, move a from the box.
Knock the pins	Set up about ten pins in a line. Roll the ball and try to k the pins down. Count the pins that are knocked down. L attempt to kick the pins down.
Kick the sponge	Each of you pick up a sponge. Kick the sponge about the r
Scoop catch	Choose one of the scoops which are made from bleach bot Use bean bags or very small balls. Toss the ball up and c it in the scoop.

BOWLING

Bowling is a sport which contributes much to the development of ha tion. It also helps in the learning of numbers, socialization, manners, and a team. This is a carry-over sport which may be enjoyed after leaving sc joyed with fellow workers from a sheltered workshop.

SPECIFIC OBJECTIVES

1. Proper attire.
2. Concept of numbers.
3. Proper bowling procedures and etiquette.

ACTIVITIES	PROCEDURES
LEARNINGS: Shoe Size	
Teach the various phases of bowling as follows:	Follow the suggested procedures. Demonstrate when a able. Make explanations and give instructions as necessa
Going bowling	Attach a card to each pupil stating his name and shoe Encourage the pupil to say his shoe size.

BALL HANDLING

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
inued)	
Divide into two lines. The first pupil in each line holds a ball. The first pupil passes the ball over his head to the second pupil; this pupil passes it over to the next. The last pupil in line brings the ball to the front of the line and starts it over again.	
Take the same formation as above. The first pupil passes the ball between his legs to the second pupil, the second pupil passes it to the third, etc. The last pupil takes the ball to the front of the line and starts it over again.	
Toss balls into an empty box. As skill increases, move away from the box.	Several balls and several sizes of boxes.
Set up about ten pins in a line. Roll the ball and try to knock the pins down. Count the pins that are knocked down. Later, attempt to kick the pins down.	Five or more bowling pins or plastic bottles and several balls. Set pins in a bowling formation.
Each of you pick up a sponge. Kick the sponge about the room.	Sponges
Choose one of the scoops which are made from bleach bottles. Use bean bags or very small balls. Toss the ball up and catch it in the scoop.	One bleach bottle and bean bag for each pupil. Just cut out the bottom of the bleach bottle

BOWLING

a sport which contributes much to the development of hand and eye coordina-
lps in the learning of numbers, socialization, manners, and how to get along as
a carry-over sport which may be enjoyed after leaving school or could be en-
low workers from a sheltered workshop.

SPECIFIC OBJECTIVES

1. Proper attire.
2. Concept of numbers.
3. Proper bowling procedures and etiquette.

Follow the suggested procedures. Demonstrate when advisable. Make explanations and give instructions as necessary.	
Attach a card to each pupil stating his name and shoe size. Encourage the pupil to say his shoe size.	Index cards, pins, and marking pencil.

BOWLING

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Changing Shoes	
Changing shoes	Instruct the pupil to attempt to change his own shoes, to tie his bowling shoes securely, and to put his street shoes under the bench.
LEARNINGS: Proper Clothing	
Wearing proper clothing	Instruct the girls to wear slacks, a loose fitting blouse that has a long shirt tail, and clean white socks. Instruct the boys to wear pants that are not tight fitting and that zip properly, a belt, a long tailed shirt, and clean socks.
LEARNINGS: Picking up Ball	
Picking up bowling ball	Pick the ball off the rack, pick it up by the sides and never get the fingers between balls. Check the weight of the ball according to ability of the pupil using it.
LEARNINGS: Gripping the ball	
Gripping the ball	2 3 1 Place thumb in hole 1, third finger in hole 2, and the fourth finger in hole 3. Keep second finger and little finger straight.
LEARNINGS: Holding the Ball	
Holding the Ball	Stand up by the foul line, feet together, and swing the ball. Be sure to push the ball out, then pull it back for the back swing then, push it forward and release it. Instruct pupils to alternate between pushing and throwing if the hand fits the ball, but strength is lacking. Do not let pushing become a crutch. Give praise for any attempt made. Ask primaries not to attempt a delivery. Permit those whose hands do not fit the ball to learn to push the ball. Instruct the pupil to squat down on the feet, place the ball in front of himself, place both hands behind the ball, and push it down the lane.

ROLLER SKATING

This sport helps in the development of leg muscles, coordination, agilit Many students can enjoy this sport with their families or at home. Socializat plays an important role. Being out in public helps the trainable mentally retar up his self-confidence and makes him feel he is a part of the crowd.

BOWLING

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT

Instruct the pupil to attempt to change his own shoes, to tie his bowling shoes securely, and to put his street shoes under the bench.

Instruct the girls to wear slacks, a loose fitting blouse that has a long shirt tail, and clean white socks.
Instruct the boys to wear pants that are not tight fitting and that zip properly, a belt, a long tailed shirt, and clean socks.

Pick the ball off the rack, pick it up by the sides and never get the fingers between balls. Check the weight of the ball according to ability of the pupil using it.

2 3
1

Place thumb in hole 1, third finger in hole 2, and the fourth finger in hole 3. Keep second finger and little finger straight.

Stand up by the foul line, feet together, and swing the ball. Be sure to push the ball out, then pull it back for the back swing then, push it forward and release it. Instruct pupils to alternate between pushing and throwing if the hand fits the ball, but strength is lacking. Do not let pushing become a crutch.

Give praise for any attempt made. Ask primaries not to attempt a delivery. Permit those whose hands do not fit the ball to learn to push the ball. Instruct the pupil to squat down on the feet, place the ball in front of himself, place both hands behind the ball, and push it down the lane.

ROLLER SKATING

port helps in the development of leg muscles, coordination, agility, and balance. ents can enjoy this sport with their families or at home. Socialization once again nportant role. Being out in public helps the trainable mentally retarded pupil build -confidence and makes him feel he is a part of the crowd.

ROLLER SKATING

SPECIFIC OBJECTIVES

1. Development of coordination and balance.
2. Proper attire.
3. Respect for others.

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Shoe Size	
Provide essential activities in learning to skate as as follow:	Follow the suggested procedures. Make explanations, if sary. Demonstrate when advisable. Give instructions.
Obtaining skates	Instruct pupils to line up one at a time and ask for their If the need arises, write their size on a card and pin it t
Putting on shoe skate	Direct pupils as follows: Untie street shoes and place th der the bench. Unlace several eyelets on the skates an loosen the lacing. Place the skates on the foot, relace, a (Refer to Self Care).
LEARNINGS: Standing Up	
Standing up	Have pupils stand up on skates. Be sure their backs and are erect. If necessary, tighten the wheels of the skates they do not roll and thus building up confidence in w Sometimes, use a rug runner and permit the pupils t on it.
LEARNINGS: Learning to Pull	
Pulling one's self	Instruct pupils to stand and hold on to the rail, then themselves along the rail. As they improve, have the and then let go, pull and let go.
LEARNINGS: Scooting Feet	
Scooting feet	After pupils have mastered standing up and using the struct them to move by pushing their feet forward. (Thi time, have them start by the rail.)

SWIMMING

Swimming is a sport which can be done individually under superv joyed more and more by trainable mentally retarded pupils. This is a mentally retarded can participate in with the family or friends. Swi therapy. Many trainable mentally retarded learn to relax tense muscl water. Rules should be highly enforced. Swimming lends to the deve strength, and endurance.

ROLLER SKATING

SPECIFIC OBJECTIVES

1. Development of coordination and balance.
2. Proper attire.
3. Respect for others.

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
Follow the suggested procedures. Make explanations, if necessary. Demonstrate when advisable. Give instructions.	
Instruct pupils to line up one at a time and ask for their skates. If the need arises, write their size on a card and pin it to them.	3 x 5 index cards, pins, and marker
Direct pupils as follows: Untie street shoes and place them under the bench. Unlace several eyelets on the skates and then loosen the lacing. Place the skates on the foot, relace, and tie. (Refer to Self Care).	
Have pupils stand up on skates. Be sure their backs and heads are erect. If necessary, tighten the wheels of the skates so that they do not roll and thus building up confidence in walking. Sometimes, use a rug runner and permit the pupils to skate on it.	

Pull

Instruct pupils to stand and hold on to the rail, then to pull themselves along the rail. As they improve, have them pull and then let go, pull and let go.	

et

After pupils have mastered standing up and using the rail, instruct them to move by pushing their feet forward. (This takes time, have them start by the rail.)	

SWIMMING

imming is a sport which can be done individually under supervision and is being en-
nore and more by trainable mentally retarded pupils. This is a sport that the trainable
ly retarded can participate in with the family or friends. Swimming also serves as a
. Many trainable mentally retarded learn to relax tense muscles in the warm moving
Rules should be highly enforced. Swimming lends to the development of coordination,
h, and endurance.

SWIMMING

SPECIFIC OBJECTIVES

1. Introduction to water.
2. Learning safety rules.
3. Development of coordination.
4. Development of proper breathing techniques.
5. Development of self-confidence.
6. Use for leisure time activity.

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Preparation for the Pool	
Teaching basic activities in learning to swim as follows:	In each of the following procedures, demonstrate wh sary, then give explanations or instructions.
Changing clothes and taking showers.	Supervise pupils while they change clothes and take Urge care as floors are slick. Be sure soap is used.
LEARNINGS: Safety Regulations	
Giving basic instructions	Instruct pupils not to enter the water until told. Sh the shallow and the deep ends. Do not allow them to j the pool. Test each pupil to determine his ability. (Safety Section).
Becoming acquainted with water for swimming.	Permit the pupil to accustom himself to the water. A to walk around and feel the water. Play ring-around-
LEARNINGS: Putting Face in Water	
Ducking head	Join the pupils in the pool if possible. Smile a lot. Dr ject under water for them to look at. Do not force the a game of it.
LEARNINGS: Breathing	
Blowing out the candle	Demonstrate: Cup the hands together and hold clo water. Submerge the hands and get some water in th hands. Now blow the water out of the hands like blo a candle. Remind them to keep the mouth closed. struct them to place the head in the water and to blow
Blasting off	Bobbing is taking in air and going under water and it, coming up, inhaling, down, exhaling, etc. Urge pretend that they are spacemen and let them reall out of the water.

SWIMMING

SPECIFIC OBJECTIVES

1. Introduction to water.
2. Learning safety rules.
3. Development of coordination.
4. Development of proper breathing techniques.
5. Development of self-confidence.
6. Use for leisure time activity.

PRIMARY

PROCEDURES

MATERIALS & EQUIPMENT

r the Pool

In each of the following procedures, demonstrate when necessary, then give explanations or instructions.

Supervise pupils while they change clothes and take showers. Urge care as floors are slick. Be sure soap is used.

tions

Instruct pupils not to enter the water until told. Show them the shallow and the deep ends. Do not allow them to jump into the pool. Test each pupil to determine his ability. (Refer to Safety Section).

Permit the pupil to accustom himself to the water. Allow him to walk around and feel the water. Play ring-around-the rosie.

in Water

Join the pupils in the pool if possible. Smile a lot. Drop an object under water for them to look at. Do not force them. Make a game of it.

Demonstrate: Cup the hands together and hold close to the water. Submerge the hands and get some water in the cupped hands. Now blow the water out of the hands like blowing out a candle. Remind them to keep the mouth closed. Next, instruct them to place the head in the water and to blow bubbles.

Bobbing is taking in air and going under water and exhaling it, coming up, inhaling, down, exhaling, etc. Urge pupils to pretend that they are spacemen and let them really pop up out of the water.

SWIMMING

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Pick Up Object	
Diving for the oyster	Instruct the pupils to form a circle and have one middle. Give this one an object that will sink. He ca of another pupil and drops the object in the wate pupil must pick up the object or become "It".
LEARNINGS: Prone Float	
Prone floating (floating on stomach)	One to one relationship is needed. Take a pupil a at arm's length. Tell him to take a breath, put hi water, and straighten out his legs. Teach him to s ling his knees up under him, pushing hands dow the head up. Practice this procedure until he can support.
LEARNINGS: Prone Glide	
Prone Gliding (sled ride)	Similar to prone float. Instruct the pupil to lean fo extended, hands together, until shoulders are belov of the water. To take a breath, put the face in th push forward with the feet.
LEARNINGS: Prone Kick Glide	
Prone kick gliding (steam boat)	Instruct the pupil to hold on to the side of the po his feet float up to the surface, keeping legs stra stiff. Alternately move them up and down. After t by the hands and pull him through the water whi ing. Next, have the pupil do a prone glide and a
LEARNINGS: Using Kick Board	
Flutter kicking	Introduce the kick board to the pupil. Have him board and kick with his head above water. Kick tance. Then kick with the head in the water.
LEARNINGS: Human Stroke	
Human stroke	This is similar to the dog paddle except that th alternately stretched forward as far as possible pressed straight down and back to a point direct shoulders. The hands are then lifted to a positio the surface and again extended forward. Have th on his hand and bend forward and then have him stroke. Next, put him in chest deep water and a this. Have him do the human stroke while walking Finally, have him do the prone kick glide and stroke, keeping the face in the water.

SWIMMING

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
Instruct the pupils to form a circle and have one pupil in the middle. Give this one an object that will sink. He calls the name of another pupil and drops the object in the water. The other pupil must pick up the object or become "It".	
One to one relationship is needed. Take a pupil and hold him at arm's length. Tell him to take a breath, put his face in the water, and straighten out his legs. Teach him to stand by pulling his knees up under him, pushing hands down and lifting the head up. Practice this procedure until he can do it without support.	
Similar to prone float. Instruct the pupil to lean forward, arms extended, hands together, until shoulders are below the surface of the water. To take a breath, put the face in the water and push forward with the feet.	
Instruct the pupil to hold on to the side of the pool and to let his feet float up to the surface, keeping legs straight, not too stiff. Alternately move them up and down. After this, take him by the hands and pull him through the water while he is kicking. Next, have the pupil do a prone glide and add the kick.	
Introduce the kick board to the pupil. Have him hold to the board and kick with his head above water. Kick for some distance. Then kick with the head in the water.	Kick board (use what is available at the pool
This is similar to the dog paddle except that the hands are alternately stretched forward as far as possible and then are pressed straight down and back to a point directly below the shoulders. The hands are then lifted to a position just below the surface and again extended forward. Have the pupil stand on his hand and bend forward and then have him do the arm stroke. Next, put him in chest deep water and ask him to do this. Have him do the human stroke while walking in the water. Finally, have him do the prone kick glide and add the arm stroke, keeping the face in the water.	

TRAMPOLINE

The use of this apparatus aids the pupil in developing leg m
mands, and gaining more confidence in himself. The trainable n
bouncing on the trampoline and at the same time is developing
pil's turn on the trampoline he must **listen** to the teacher's com
and then **execute** the stunt. The child will work hard to accompli
pride in himself after each success. Fear of height is soon over
jumping on the trampoline with the teacher. Due to the strenuou
limited to five minutes on the trampoline. Spotters are very imp
dults on each side of the trampoline in case the pupil should bo
fall off. Surround the trampoline with floor mats.

SPECIFIC OBJECTIVES

1. To train the child to listen and to follow
2. To develop steady eye contact.
3. To develop muscles.
4. To learn balance control.
5. To develop quick reactions.

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Balance Control Through Using the Trampoline.	
Teaching activities necessary to use and enjoy the trampoline such as,	In each of the following procedures, demonstrat sary, explain use as indicated, and give instruc
Mounting	Place the stomach on the edge of the trampoline up to one side. Roll into the center of the trampo up.
Dismount	Sit on the edge of the trampoline with the legs h side. Place the hands to one side. Roll over t Place hands on each side of the body and slide
LEARNINGS: Stable Bounce	
Stable Bouncing	Bounce on the trampoline in a standing posi knees slightly. Make sure the rhythm of the bou Bounce in the same spot.
LEARNINGS: Check Bounce	
Checking Bounce	To stop completely on the trampoline, bend the the bounce.
LEARNINGS: Knee Drop	
Knee Drop	Jump down to knees. Place hands on hips. Kee gether and hold up hips. Return to a standing hitting on knees, keep looking straight ahead.

TRAMPOLINE

se of this apparatus aids the pupil in developing leg muscles, learning to follow com-
d gaining more confidence in himself. The trainable mentally retarded pupil enjoys
on the trampoline and at the same time is developing his muscles. During the pu-
on the trampoline he must **listen** to the teacher's commands, **think** what he is to do,
xecute the stunt. The child will work hard to accomplish each new stunt and acquire
imself after each success. Fear of height is soon overcome from the enjoyment of
n the trampoline with the teacher. Due to the strenuous activity, each pupil should be
five minutes on the trampoline. Spotters are very important. There should be two a-
ach side of the trampoline in case the pupil should bounce too close to the side and
rround the trampoline with floor mats.

SPECIFIC OBJECTIVES

1. To train the child to listen and to follow directions.
2. To develop steady eye contact.
3. To develop muscles.
4. To learn balance control.
5. To develop quick reactions.

PRIMARY

PROCEDURES

Through Using the Trampoline.

In each of the following procedures, demonstrate when necessary, explain use as indicated, and give instructions.

Place the stomach on the edge of the trampoline. Pull the legs up to one side. Roll into the center of the trampoline and stand up.

Sit on the edge of the trampoline with the legs hanging off the side. Place the hands to one side. Roll over to the stomach. Place hands on each side of the body and slide off.

Bounce on the trampoline in a standing position. Flex the knees slightly. Make sure the rhythm of the bounces are even. Bounce in the same spot.

To stop completely on the trampoline, bend the knees to break the bounce.

Jump down to knees. Place hands on hips. Keep the knees together and hold up hips. Return to a standing position. After hitting on knees, keep looking straight ahead.

MATERIALS & EQUIPMENT

Standard trampoline. Two spotters at least. Kiddie bouncer.

TRAMPOLINE
PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Seat Drop	
Seat Drop	Bounce down, landing on seat. Keep the leg and together. Place the hands at sides of th upright. Bounce back to a standing position. ing straight ahead.
LEARNINGS: Knee to Seat	
Knee to seat	Bounce down to knees, bringing the knees the legs to a seat position. Keep the back str standing position. Keep the eyes looking st
LEARNINGS: Seat to Knee	
Seat to knee	Bounce to a seat position. Lean the back sli bounce to the knees (keep the back straigh hit). Hands should be placed on hips going to a standing position. Eyes are kept looking

TRAMPOLINE

PRIMARY

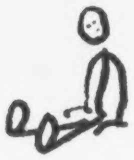
PROCEDURES

Bounce down, landing on seat. Keep the legs straight forward and together. Place the hands at sides of the seat. Hold back upright. Bounce back to a standing position. Eyes keep looking straight ahead.

Bounce down to knees, bringing the knees up and straighten the legs to a seat position. Keep the back straight. Return to a standing position. Keep the eyes looking straight ahead.

Bounce to a seat position. Lean the back slightly forward and bounce to the knees (keep the back straight when the knees hit). Hands should be placed on hips going to knees. Return to a standing position. Eyes are kept looking straight ahead.

MATERIALS & EQUIPMENT



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MOVEMENT EXPLORATION

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Hopping	
Teaching movement activities at a higher level, such as:	
Hopping in place	Instruct pupils to stand on one foot, while raising th foot up, then to hop up and down while standing in pl
Hopping forward	Repeat the above and move forward
Hopping backward	Reverse the above
Play "Hop Scotch"	Play "Hop Scotch." Refer to "Physical Education for Ch Pages 332-335.
Marching	Move forward. At each step keep knees lifted high, thi allel to the floor, opposite hand following lead foot.
LEARNINGS: Jumping	
Jumping in place	Instruct pupils to place both feet together, bend knee both arms together toward ceiling, and jump straight
Jumping forward (broad jump)	Place feet together, bend knees, lean forward from t and jump for distance rather than for height. Record tance jumped. Increase the distance on each success.
LEARNINGS: Running	
Running in place.	Instruct the pupils to alternate. Raise the knees high, the ball of the foot, keep toes pointed straight ahea arms and legs in opposition, and take quick steps in pl
Running Forward.	Do the same as above but move forward.
LEARNINGS: Skipping	
Skipping forward	Teach pupils to step hop on right foot, step hop on Begin slowly, gradually picking up speed to a rhythmi ment.
LEARNINGS: Galloping	
Galloping	Teach the pupils to take a slide step done in a forwa tion with either the right or left foot leading.

MOVEMENT EXPLORATION
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
Instruct pupils to stand on one foot, while raising the other foot up, then to hop up and down while standing in place.	
Repeat the above and move forward	
Reverse the above	
Play "Hop Scotch." Refer to "Physical Education for Children," Pages 332-335.	Hop Scotch $1.95 Constructive Playthings 1040 East 85th Street Kansas City, Missouri
Move forward. At each step keep knees lifted high, thighs parallel to the floor, opposite hand following lead foot.	See Area VII — Fine Arts — Music (Primary) The Marching Band Educational Rhythmics
Instruct pupils to place both feet together, bend knees, swing both arms together toward ceiling, and jump straight up.	"Swedish Rhapsody" Educational Rhythmics
Place feet together, bend knees, lean forward from the hips, and jump for distance rather than for height. Record the distance jumped. Increase the distance on each success.	Tape measure, yard stick, or rope.
Instruct the pupils to alternate. Raise the knees high, step on the ball of the foot, keep toes pointed straight ahead. Move arms and legs in opposition, and take quick steps in place.	"Honor Your Partner" Album No. 14
Do the same as above but move forward.	
Teach pupils to step hop on right foot, step hop on left foot. Begin slowly, gradually picking up speed to a rhythmic movement.	
Teach the pupils to take a slide step done in a forward direction with either the right or left foot leading.	

PHYSICAL FITNESS
INTERMEDIATE

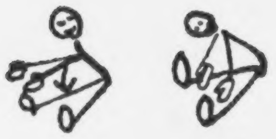
ACTIVITIES	PROCEDURES
LEARNINGS: Skills Necessary for Physical Fitness Program	
Teaching various physical fitness procedures as follows:	
Floor Touch	Sit with legs in "V" position. Bend trunk with arms outst ed touching the floor.
Push ups	Lie down on stomach. Place hands, palms down, directly shoulders, feet together, toes resting on the floor. Pus arms so that they raise the body parallel to the floor an hands and toes are the only parts of the body on the ma
Bicycle peddling	Lie on back. Raise legs and hips off the floor. Move fee legs in motion similar to peddling a bicycle.
Rope climbing	Wrap feet around the rope so that they support the w during pulls. Place one foot on top of the other with the between them. Move the hands in hand over hand pull
LEARNINGS: Learning to Hop	
Hopping forward	Stand on one foot, bend other leg, hold arms out to the si balance. Hop in a straight line, circle, square, or up and to music.
Hopping backward	Same as above. Hop backwards.
LEARNINGS: Learning to Balance on Side	
Balancing on Side	Balance while lying on side. Hold arms and legs straight
LEARNINGS: Learning to Balance on Knees	
Balancing on knees	Get down on knees, keep the back straight, lift the feet the floor
LEARNINGS: Grape Vine Step	
Walking the grape vine	Stand on beam sideways. Cross one foot over the other. feet together, repeat.
LEARNINGS: Marching on Beam	
Marching	Walk, lifting feet high off the beam.
LEARNINGS: Dip Step	
Walking dip step	Place one foot in front of the other on the beam. As th foot moves forward let it dip down towards the floor. Be knee of the forward foot.

PHYSICAL FITNESS
INTERMEDIATE

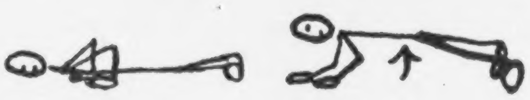
PROCEDURES — **MATERIALS & EQUIPMENT**

ry for Physical Fitness Program

Sit with legs in "V" position. Bend trunk with arms outstretched touching the floor.



Lie down on stomach. Place hands, palms down, directly under shoulders, feet together, toes resting on the floor. Push the arms so that they raise the body parallel to the floor and that hands and toes are the only parts of the body on the mat.



Lie on back. Raise legs and hips off the floor. Move feet and legs in motion similar to peddling a bicycle.

Wrap feet around the rope so that they support the weight during pulls. Place one foot on top of the other with the rope between them. Move the hands in hand over hand pulls.

Standard rope, ½" diameter
23 feet long
American Athletic Equipment
Company
Jefferson, Iowa

op

Stand on one foot, bend other leg, hold arms out to the side for balance. Hop in a straight line, circle, square, or up and down to music.

Same as above. Hop backwards.

alance on Side

Balance while lying on side. Hold arms and legs straight.

Gym mat

alance on Knees

Get down on knees, keep the back straight, lift the feet from the floor

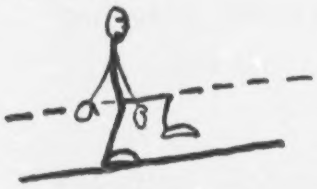
tep

Stand on beam sideways. Cross one foot over the other. Step, feet together, repeat.

Balance beam

eam

Walk, lifting feet high off the beam.



Place one foot in front of the other on the beam. As the rear foot moves forward let it dip down towards the floor. Bend the knee of the forward foot.

BALANCE

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Carrying Objects While on the Beam.	
Carrying objects	Choose an object from the table.
Turning around	Walk forward to the center of the beam, turn, and w
Swan balancing	Stand on one foot on the beam, spread arms out to s bend forward from the waist. Keep leg parallel to th

FLOOR MAT ACTIVITIES

ACTIVITIES	PROCEDURES
LEARNINGS: Rocking Horse	
Rocking horse	Lie on the stomach on the mat. Bend the knees so th over the back. Extend the arms back to grasp the an the ankles toward the head as far as possible. Hold high. With forward and backward actions, rock the the chest and back to the thigh.
LEARNINGS: Push Up Back Bend.	
Push Up Back Bend	Lie on back on the mat. Draw the heels up to the keeping the palms against the mat under the should the hips and chest from the mat by arching the back with arms and legs. Extend the head to the mat.
LEARNINGS: Bridge	
Building a bridge	Sit on the mat. Draw the feet up to the buttocks. E arms backwards. Lift the hips up so the body is paral floor.
LEARNINGS: Backward Roll	
Backward Roll	Take a squatting position at one end of the mat. Drop buttocks and roll to the back until the shoulders con Place palms on the mat with the fingers toward bo against the mat with the hands to allow head room through. Keep the knees close to chest. Come up on
LEARNINGS: Head Stand	
Head stand	Balance the body weight toward the front part of the bend arms. Raise the legs straight up and arch the ba the position. Keep the eyes focused on a point in dir vision.

BALANCE

INTERMEDIATE

PROCEDURES

MATERIALS & EQUIPMENT

ile on the Beam.

Choose an object from the table.

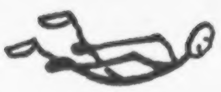
Objects of varying weights and sizes.

Walk forward to the center of the beam, turn, and walk back.

Stand on one foot on the beam, spread arms out to sides, and bend forward from the waist. Keep leg parallel to the beam.

FLOOR MAT ACTIVITIES

Lie on the stomach on the mat. Bend the knees so the feet are over the back. Extend the arms back to grasp the ankles. Pull the ankles toward the head as far as possible. Hold the head high. With forward and backward actions, rock the body to the chest and back to the thigh.



Lie on back on the mat. Draw the heels up to the buttocks, keeping the palms against the mat under the shoulders. Raise the hips and chest from the mat by arching the back and push-with arms and legs. Extend the head to the mat.

Sit on the mat. Draw the feet up to the buttocks. Extend the arms backwards. Lift the hips up so the body is parallel to the floor.

Take a squatting position at one end of the mat. Drop down on buttocks and roll to the back until the shoulders contact mat. Place palms on the mat with the fingers toward body. Push against the mat with the hands to allow head room to come through. Keep the knees close to chest. Come up on the feet.

Balance the body weight toward the front part of the head and bend arms. Raise the legs straight up and arch the back to hold the position. Keep the eyes focused on a point in direct line of vision.

FLOOR MAT ACTIVITIES

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Pyramid Building	
Pyramid building	Instruct four pupils to get down on their hands an Next, three pupils get on their hands and knees on to four and between the pupils. Place the hands on the sh and place the knees on the hips or lower back. Next, tw get on the very top. Spotters stand in the front and t to catch any fallers.

BALL HANDLING

LEARNINGS: Over and Under Relay	
Use the following activities to further the skill in handling the ball:	In each of the following procedures, demonstrate whe sary, then give the following instructions or descrip games.
Over and under relay	Divide into two lines. The ball is started at the front line. The first pupil passes the ball over his head to the pupil; this pupil passes the ball between his legs to t pupil. This over and under alternates on down the li last pupil in line then brings the ball to the front of and starts it down the line again. The first team who every pupil come to the front is the winner.
LEARNINGS: Throwing and Catching	
Teacher's choice	Players stand on a line facing a pupil who is the teach teacher chooses a ball he wishes to use and throws it pupil in turn. When each pupil has received the ball, cher goes to the end of the line and the pupil at the hea line becomes the new teacher. The game continues un pupil has been the teacher.
Call Ball	"It" stands in the center of a circle with the ball. Oth ers stand around the outside of the circle. "It" calls the a circle player as he tosses the ball straight into the player whose name is called must catch the ball before i es the ground. If he succeeds, he is "It" and goes to th of the circle to call a name.
Fox and squirrel	The Fox (ball) is held in the circle opposite the Squirr bag). On signal, "Go" both objects are started around cle, the Fox trying to catch the Squirrel. The Fox may direction at any time. The Squirrel must change direct to avoid being caught.

FLOOR MAT ACTIVITIES

INTERMEDIATE

PROCEDURES

MATERIALS & EQUIPMENT

Instruct four pupils to get down on their hands and knees. Next, three pupils get on their hands and knees on top of the four and between the pupils. Place the hands on the shoulders and place the knees on the hips or lower back. Next, two pupils get on the very top. Spotters stand in the front and the back o catch any fallers.

BALL HANDLING

In each of the following procedures, demonstrate when necessary, then give the following instructions or descriptions of games.

Divide into two lines. The ball is started at the front of each ine. The first pupil passes the ball over his head to the second pupil; this pupil passes the ball between his legs to the third pupil. This over and under alternates on down the line. The ast pupil in line then brings the ball to the front of the line and starts it down the line again. The first team who has had every pupil come to the front is the winner.

Players stand on a line facing a pupil who is the teacher. The eacher chooses a ball he wishes to use and throws it to each pupil in turn. When each pupil has received the ball, the teacher goes to the end of the line and the pupil at the head of the ine becomes the new teacher. The game continues until each pupil has been the teacher.

"It" stands in the center of a circle with the ball. Other players stand around the outside of the circle. "It" calls the name of circle player as he tosses the ball straight into the air. The player whose name is called must catch the ball before it touches the ground. If he succeeds, he is "It" and goes to the center f the circle to call a name.

The Fox (ball) is held in the circle opposite the Squirrel (bean bag). On signal, "Go" both objects are started around the circle, the Fox trying to catch the Squirrel. The Fox may change direction at any time. The Squirrel must change direction only o avoid being caught.

BALL HANDLING
INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Striking	
Striking moving ball	Arrange pupils in a line. Fasten a string to a v secure it to the ceiling or door frame in such a m ball swings like a pendulum. Swing the ball to in line and allow him to strike it with a plastic a bat. He must keep his eye on the ball.
LEARNINGS: Kicking	
Kick ball	Play this game when the pupils indicate having (Refer to Physical Education for Children).
LEARNINGS: Circle Dodge Ball	
Circle dodge ball	"It" is inside the circle and other players are ou players try to hit "It" with the ball. A fair hit the knees. A player who is hit fairly, exchang the person who hit him and the game continu
LEARNINGS: Bombardment	
Bombardment	Divide into two teams. Each team has a court w in the background. Players may move about free own court. One player holds the ball and, on sig it into play. Each team keeps the pins spread o of its own space. Players are between a line in fr and the center line. The object of this game is fo try to knock down the opponent's pins with the tecting their own pins. The winner is the tea knocks down all the pins of the other team.
LEARNINGS: Goal Shooting	
Goal shooting	Form a line a little distance back from the bas turns shooting for goals. Each goal is a score.
	BOWLING
LEARNINGS: Delivery	
Delivery of the bowling ball	Stand about 1½ feet from the foul line. Place hand in the ball and give support by placing t underneath the ball. Push the ball forward with right handed, bring the right hand back for t Reach the arm back as far as possible then swin ward, bending the left knee so that the right swinging will be closer to the floor. When the arm and ball are out in front of the the ball.

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BALL HANDLING

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
Arrange pupils in a line. Fasten a string to a wiffle ball and secure it to the ceiling or door frame in such a manner that the ball swings like a pendulum. Swing the ball to the pupil next in line and allow him to strike it with a plastic bowling pin or a bat. He must keep his eye on the ball.	String, wiffle ball, tape, plastic bat, or bowling pin
Play this game when the pupils indicate having enough skill. (Refer to Physical Education for Children).	
"It" is inside the circle and other players are outside. Outside players try to hit "It" with the ball. A fair hit is a hit below the knees. A player who is hit fairly, exchanges places with the person who hit him and the game continues.	Small playground ball
Divide into two teams. Each team has a court with pins set up in the background. Players may move about freely within their own court. One player holds the ball and, on signal "Go", puts it into play. Each team keeps the pins spread out at the back of its own space. Players are between a line in front of the pins and the center line. The object of this game is for each team to try to knock down the opponent's pins with the ball while protecting their own pins. The winner is the team which first knocks down all the pins of the other team.	Playground ball, about ten pins.
Form a line a little distance back from the basket rim. Take turns shooting for goals. Each goal is a score.	Basketball and bells

BOWLING

Stand about 1½ feet from the foul line. Place fingers of one hand in the ball and give support by placing the other hand underneath the ball. Push the ball forward with both hands. If right handed, bring the right hand back for the backswing. Reach the arm back as far as possible then swing the arm forward, bending the left knee so that the right arm which is swinging will be closer to the floor.

When the arm and ball are out in front of the body, release the ball.

BOWLING

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Taking Turns	
Taking turns	Explain that each pupil gets two turns in a row unl a strike. A strike is when the ball is thrown and a fall down. If they do not all fall down, a second tur If they all fall down on the second turn, it is called a struct the pupils to sit on the bench in the order bowl. Each time someone bowls, they move over After one bowls, he goes to the end of the bench.
LEARNINGS: Return Balls	
Return of balls	Having finished the game, instruct the pupils to balls to the rack.

ROLLER SKATING

ACTIVITIES	PROCEDURES
LEARNINGS: Moving Feet	
Moving feet forward	Move skates in and out. Keep toes together, toes ou out. Move their feet for them at first, if necessary.
LEARNINGS: Skating to music	
Skating to music	Teach the pupils to listen to the music and skat rhythm. Help the pupils when they need it. Use this at the end of the period.

SWIMMING

ACTIVITIES	PROCEDURES
LEARNINGS: Back Float	
Back floating	Ask the pupil to stand in waist deep water. Teach t squat down as if he were going to sit on a chair, kee below the surface, hands out stretched at his side, up, head tilted back, and keep hips up. If difficu stand behind the pupil and support him until he is Instruct him to keep his eyes open. To stand up, te pull knees up, swoop hands forward, and look dov
LEARNINGS: Back Glide	
Back gliding (steam boat)	This is done by floating on the back and then kickin is the same as prone kick glide.
LEARNINGS: Arm Stroke of Crawl	
Arm stroke of crawling	Instruct the pupil to assume back float position. H ternate, raising his arms back over his head and p through the water to his sides.

BOWLING

INTERMEDIATE

PROCEDURES

MATERIALS & EQUIPMENT

Explain that each pupil gets two turns in a row unless he gets a strike. A strike is when the ball is thrown and all the pins fall down. If they do not all fall down, a second turn is given. If they all fall down on the second turn, it is called a spare. Instruct the pupils to sit on the bench in the order that they bowl. Each time someone bowls, they move over one seat. After one bowls, he goes to the end of the bench.

Having finished the game, instruct the pupils to return the balls to the rack.

ROLLER SKATING

Move skates in and out. Keep toes together, toes out, together, out. Move their feet for them at first, if necessary.

Teach the pupils to listen to the music and skate with the rhythm. Help the pupils when they need it. Use this procedure at the end of the period.

SWIMMING

Ask the pupil to stand in waist deep water. Teach the pupil to squat down as if he were going to sit on a chair, keep shoulders below the surface, hands out stretched at his side, and palms up, head tilted back, and keep hips up. If difficulty occurs, stand behind the pupil and support him until he is confident. Instruct him to keep his eyes open. To stand up, teach him to pull knees up, swoop hands forward, and look down.

This is done by floating on the back and then kicking legs. Kick is the same as prone kick glide.

Instruct the pupil to assume back float position. Have him alternate, raising his arms back over his head and pulling them through the water to his sides.

SWIMMING

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Back Crawl Stroke	
Back crawl stroke	Combine the arms and legs together. Have pupil a little further each class period.
LEARNINGS: Jumping In	
Jumping in	Line the pupils up on the deck where the water i Have first pupil jump in, strike bottom, push off i and forward motion, and start to swim the huma it again in shoulder deep water and work up to th Proceed as above with other pupils.
LEARNINGS: Turning Over	
Turning over	Have pupil swim on the front of the body. Tell h one shoulder and turn his head in the opposite di der to turn over. When swimming on the back, ha one shoulder and turn his head in the same direc
LEARNINGS: Diving	
Sitting dive	Refer to books in Regional Library.
Kneeling dive	Same as above.
Standing dive	Same as above.
	Note: For procedures in advanced swimming sk the following book in the Regional Library.

TRAMPOLINE

ACTIVITIES	PROCEDURES
LEARNINGS: Doggie Drop	
Doggie drop	Bounce to hands and knees at the same time. Tak tion by leaning forward and touching the toes b on the hands and knees. Return to a standing p eyes looking straight ahead.
LEARNINGS: Doggie to Seat	
Doggie to seat	Bounce to a doggie position. Bring the knees up a for seat. Return to a standing position..

SWIMMING

INTERMEDIATE

PROCEDURES

MATERIALS & EQUIPMENT

Combine the arms and legs together. Have pupil try to swim a little further each class period.

Line the pupils up on the deck where the water is chest high. Have first pupil jump in, strike bottom, push off in an upward and forward motion, and start to swim the human stroke. Do it again in shoulder deep water and work up to the deep water. Proceed as above with other pupils.

Have pupil swim on the front of the body. Tell him to lower one shoulder and turn his head in the opposite direction in order to turn over. When swimming on the back, have him lower one shoulder and turn his head in the same direction.

Refer to books in Regional Library.

Same as above.

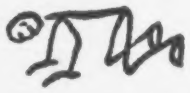
Same as above.

Note: For procedures in advanced swimming skills, refer to the following book in the Regional Library.

A Practical Guide for Teaching the Mentally Retarded How to Swim by the American Association for Health, Physical Education, and Recreation.

TRAMPOLINE

Bounce to hands and knees at the same time. Take a pike position by leaning forward and touching the toes before landing on the hands and knees. Return to a standing position. Keep eyes looking straight ahead.



Bounce to a doggie position. Bring the knees up and straighten for seat. Return to a standing position..

TRAMPOLINE

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Seat to Doggie	
Seat to doggie	Bounce to a seat position. Lean the back fo ing the knees up and back. Land in the d turn to a standing position.
LEARNINGS: Front Drop	
Front drop	Bounce to a front lying position. Land on forearms touch the mat so the arms are su off the mat. Keep the legs straight and tog standing position bringing the feet up an (In teaching start from knee or doggie po looking straight ahead.
LEARNINGS: Front to Seat	
Front to seat	Bounce to a front lying position. Bring the and straighten to a seat position. Push off w turn to a standing position. Keep eyes loo
LEARNINGS: Seat to Front	
Seat to front	Bounce to a seat position. Bring the knees u forward in a pike position. Land in a front turn to a standing position. Keep eyes look
LEARNINGS: Seat Half Turn	
Seat half turn	Bounce to seat position. Return to a stan making a half turn. Eye contact is very i head and look the other direction while turni

TRAMPOLINE
INTERMEDIATE
PROCEDURES

Bounce to a seat position. Lean the back forward while bringing the knees up and back. Land in the doggie position. Return to a standing position.

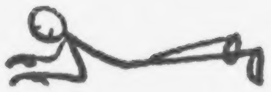
Bounce to a front lying position. Land on the stomach. Let forearms touch the mat so the arms are supporting the chest off the mat. Keep the legs straight and together. Return to a standing position bringing the feet up and under the body. (In teaching start from knee or doggie position). Keep eyes looking straight ahead.

Bounce to a front lying position. Bring the knees to the chest and straighten to a seat position. Push off with the hands. Return to a standing position. Keep eyes looking forward.

Bounce to a seat position. Bring the knees up and lean the back forward in a pike position. Land in a front lying position. Return to a standing position. Keep eyes looking straight ahead.

Bounce to seat position. Return to a standing position while making a half turn. Eye contact is very important. Turn the head and look the other direction while turning.

MATERIALS & EQUIPMENT



MOVEMENT EXPLORATION

ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Running	
Running a 50-yard dash.	Mark off 50 yards so that the pupils may race. Tim to see who runs the course the fastest.
LEARNINGS: Jumping	
Running and jumping	Instruct the pupils to run and to jump over designa
Tire jumping	Place old tires in a line and have the pupils jump of tires.

PHYSICAL FITNESS

LEARNINGS: Development of Upper Arm Muscles.

Teaching activities to develop upper arm muscles, such as:	
Picking up bottles	Fill plastic bleach bottles with sand, dirt, or shot. of the bottles. Have pupils lift lighter bottles and lifting the heavier ones as they are able.
Jumping rope.	Pick up a rope and demonstrate to the pupils how then let them jump alone. Pick up a longer rope pupils turn the rope while you jump with the o Take turns.
Exercising with bicycle tires.	Divide pupils off in two's. Instruct the pupils to fac while seated, to put feet together, and hold on to see saw back and forth.

BALANCE

LEARNINGS: Further Development of Balance.

Performing serial skills.	Play "Follow the Leader" on the beam. Do severa next person must repeat the skills.
Choosing routines	Choose skills which can be used to put on a show o
Walking over obstacles.	Walk over objects on the beam which have been p

MOVEMENT EXPLORATION

ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
Mark off 50 yards so that the pupils may race. Time each pupil to see who runs the course the fastest.	Markers, watch with a sweep hand
Instruct the pupils to run and to jump over designated objects.	Empty milk cartons
Place old tires in a line and have the pupils jump in and out of tires.	Old tires

PHYSICAL FITNESS

f Upper Arm Muscles.

Fill plastic bleach bottles with sand, dirt, or shot. Vary weight of the bottles. Have pupils lift lighter bottles and progress to lifting the heavier ones as they are able.	Plastic bottles, sand, or dirt
Pick up a rope and demonstrate to the pupils how to jump and then let them jump alone. Pick up a longer rope and let two pupils turn the rope while you jump with the other pupils. Take turns.	
Divide pupils off in two's. Instruct the pupils to face each other while seated, to put feet together, and hold on to the tire and see saw back and forth.	Bicycle tires.

BALANCE

pment of Balance.

Play "Follow the Leader" on the beam. Do several skills. The next person must repeat the skills.	Balance beam
Choose skills which can be used to put on a show or circus act.	
Walk over objects on the beam which have been placed there.	Balance beam, bean bags or baskets.

FLOOR MAT ACTIVITIE

ADVANCED

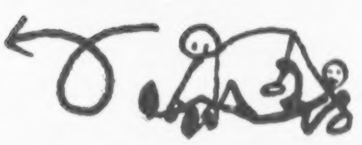
ACTIVITIES	PROCEDURES
LEARNINGS: Cartwheel	
Cartwheel	Stand erect with the legs about shoulder w arms extended horizontally. Raise the leg c the direction of the cartwheel. Step and lean the move. Push with the leading foot and the head as the hands make contact with the through a handstand position with legs str possible. Keep legs and arms straight throu
LEARNINGS: Two-Man Roll	
Two-Man Roll	If the backward and forward roll has been routine: Choose a partner who is about you these directions: One of you be on the m toward the end of the mat and grasp the a ner with your hands. Next, your partner hol his hands. Next, you spread your legs so tha do the forward roll through your legs on th roll together.

BALL HANDLING

ACTIVITIES	PROCEDURES
LEARNINGS: Games to Develop Skill.	
Teaching games to further the skill in handling the ball, as,	
Newcomb	Divide players into two teams, each team Each court is about 25 x 25 feet and the to five feet from the ground. Players arrange the area of their own court. The ball is give on signal "Go", player on this team throw net into the opponent's court. Opponents t before it strikes the ground and to throw i If the ball hits the ground in either court a point for the other team. The ball is starte where it hit the ground. An out-of-bounds b the side where it went out and is put into may pass to other members of their own Penalty for walking with ball: ball is awa
Volleyball	This can be adapted to the skills of your mount of playing room.

FLOOR MAT ACTIVITIES
ADVANCED
PROCEDURES

MATERIALS & EQUIPMENT



Stand erect with the legs about shoulder width apart and the arms extended horizontally. Raise the leg corresponding with the direction of the cartwheel. Step and lean in the direction of the move. Push with the leading foot and kick the legs over the head as the hands make contact with the mat. Pass the body through a handstand position with legs straddled as wide as possible. Keep legs and arms straight throughout the routine.

If the backward and forward roll has been mastered, try this routine: Choose a partner who is about your size. Then follow these directions: One of you be on the mat with your head toward the end of the mat and grasp the ankles of your partner with your hands. Next, your partner holds your ankles with his hands. Next, you spread your legs so that your partner may do the forward roll through your legs on the mat. Continue to roll together.

BALL HANDLING

1.

Divide players into two teams, each team on its own court. Each court is about 25 x 25 feet and the top of the net is about five feet from the ground. Players arrange themselves to cover the area of their own court. The ball is given to one team and, on signal "Go", player on this team throws the ball over the net into the opponent's court. Opponents try to catch the ball before it strikes the ground and to throw it back over the net. If the ball hits the ground in either court at any time, it is one point for the other team. The ball is started again on the side where it hit the ground. An out-of-bounds ball is brought in on the side where it went out and is put into play again. Players may pass to other members of their own team if they wish. Penalty for walking with ball: ball is awarded to other team.

This can be adapted to the skills of your pupils and to the amount of playing room.

BALL HANDLING

ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Games To Develop Skill (continued)	
Four squares	Mark a court of four squares on a surface that w the ball. Each square is approximately 5 x 5 feet. starts when player D (boxes have letters A, B, bounces the ball to any other player. The ball mus opponent's square and be played after the first bo bounce is successful, the receiving player bounces t player. The ball must bounce in a square before it The ball may not be held or caught, but must be h mediately. The play continues until a player fouls by: bounci on a line or out of the court, hitting the ball with th ing the ball, failing to return the ball or being hit
Hit the lid	Divide the class into two lines, about 20 feet apar each other. Place a plastic coffee can lid betwee Flip a coin to see which team gets the ball first. T to try to hit the lid with the ball and push it ove ponent's line.
LEARNINGS: Softball	
Softball	Play this depending on the skill of the pupils. (Re sical Education for Children).
	BOWLING
LEARNINGS: Approach	
Approach	Take four fast walking steps from the stance pos foul line.
Step No. 1	Start the ball forward with the start of the first ste ball out the full arm's length with the first step.
Step No. 2	Move the ball from the end of the push-away to th the arc of the down swing. With the left foot, c second step at the same time the ball reaches th the arc.
Step No. 3	The ball should have reached the top of the back proximately shoulder high.
Step No. 4	Using the slide step, start the ball and the left foot the same time.
LEARNINGS: Follow Through	
Follow through	Instruct the pupils that after delivering the ball, he straight ahead with shoulder level and parallel to t Then bend the left leg with the weight shifted to

BALL HANDLING

ADVANCED

PROCEDURES

MATERIALS & EQUIPMENT

Skill (continued)

Mark a court of four squares on a surface that will rebound the ball. Each square is approximately 5 x 5 feet. The game starts when player D (boxes have letters A, B, C, and D) bounces the ball to any other player. The ball must land in an opponent's square and be played after the first bounce. If the bounce is successful, the receiving player bounces to any other player. The ball must bounce in a square before it is returned. The ball may not be held or caught, but must be hit back immediately.

The play continues until a player fouls by: bouncing the ball on a line or out of the court, hitting the ball with the fist, holding the ball, failing to return the ball or being hit by the ball.

Divide the class into two lines, about 20 feet apart and facing each other. Place a plastic coffee can lid between the lines. Flip a coin to see which team gets the ball first. The object is to try to hit the lid with the ball and push it over to the opponent's line.

Plastic lid and playground ball.

Play this depending on the skill of the pupils. (Refer to Physical Education for Children).

BOWLING

Take four fast walking steps from the stance position to the foul line.

Start the ball forward with the start of the first step. Push the ball out the full arm's length with the first step.

Move the ball from the end of the push-away to the bottom of the arc of the down swing. With the left foot, complete the second step at the same time the ball reaches the bottom of the arc.

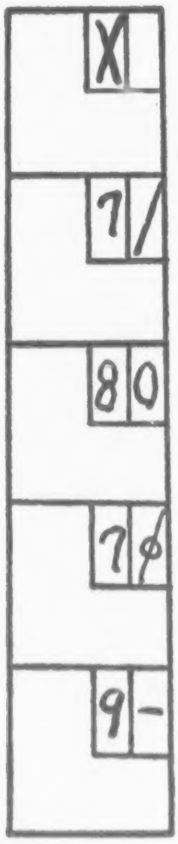
The ball should have reached the top of the back swing, approximately shoulder high.

Using the slide step, start the ball and the left foot forward at the same time.

Instruct the pupils that after delivering the ball, he should face straight ahead with shoulder level and parallel to the foul line. Then bend the left leg with the weight shifted to the left leg.

BOWLING
ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Aiming	
Spot bowling	Explain the point of aim is a spot on th it will generally be the second arrow fro of the lane.
Pin bowling	To be a pin bowler, aim directly at the not improve, try a different method of
Line bowling	This method is similar to spot bowling e pick an imaginary line over which to ro to roll at a definite spot.
Rewards	Award some type of certificate, ribbon achievements.
LEARNINGS: Scoring	
Scoring	Explain:
Strike	When the first ball in any frame knock strike and is marked with an "X".
Spare	If all the pins are knocked down in two is marked with a slanted line.
Split	If a split is left after the first roll, it is A split is a combination of standing pins is rolled in which two or more pins a tance of at least one pin. If the split is c it is marked with a slanted line through t
Error	If pins are left standing after two shots and is marked with a horizontal line.
Scoring strike	For scoring the first frame strike, it is t two bonus shots.
Turkey	This is three strikes in a row.



BOWLING

ADVANCED

PROCEDURES

MATERIALS & EQUIPMENT

Explain the point of aim is a spot on the lane. For the strike, it will generally be the second arrow from the right hand edge of the lane.

To be a pin bowler, aim directly at the pins. If accuracy does not improve, try a different method of aiming.

This method is similar to spot bowling except for line bowling pick an imaginary line over which to roll the ball rather than to roll at a definite spot.

Award some type of certificate, ribbon, or pin for different achievements.

Instructional Materials Center

Explain:

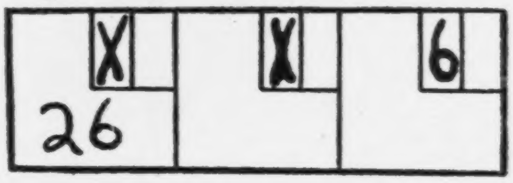
When the first ball in any frame knocks down all pins, it is a strike and is marked with an "X".

If all the pins are knocked down in two rolls, it is a spare and is marked with a slanted line.

If a split is left after the first roll, it is marked with an "O". A split is a combination of standing pins left after the first ball is rolled in which two or more pins are separated by a distance of at least one pin. If the split is converted into a spare, it is marked with a slanted line through the "O".

If pins are left standing after two shots, it is an error or miss and is marked with a horizontal line.

For scoring the first frame strike, it is ten points plus the next two bonus shots.



This is three strikes in a row.

BOWLING

ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Scoring (continued)	
10th frame	The 10th frame is the last to be scored.. Any roll o the 10th frame are only to compute the score in t frames. If the pupil strikes in the 10th, the strike ten plus two more rolls only. If on the first extra r is rolled and on the second roll 8, this completes the one does not roll for the two remaining pins.

ROLLER SKATING

LEARNINGS: Learning Body Control While Skating.

ACTIVITIES	PROCEDURES
Practicing up and down	Instruct pupils to practice squatting while standin low this by instructing them to squat down and th while skating.
Using the limbo pole	Have two pupils hold a long bamboo pole abo height. Ask the students to skate under it. Lower th time, instructing pupils that they cannot touch the their hands on the floor.
Skating Backwards	Move the feet in and out together. Make the heels d ing of feet outward.
Presenting rewards	Award some type of certificate, ribbon, or pin f achievements.

TRAMPOLINE

LEARNINGS: Back Drop

ACTIVITIES	PROCEDURES
Back drop	Bounce to back between shoulder blades kicking le ceiling. Let hands grab the back of the legs abov Eyes look over toes. Return to a standing position the back and looking straight forward.

LEARNINGS: Knee, Seat, Front Knee, Seat and Front

ACTIVITIES	PROCEDURES
Knee, seat, front knee, seat and front	Bounce to a knee position. Go to a seat position. pushing off with the hands and go to a front lyi Return to a standing position. It takes a good bou of control. Keep eyes forward.

LEARNINGS: Swivel Hips

ACTIVITIES	PROCEDURES
Swivel hips	Bounce a seat position. Bring the arms up over th make a half turn. Make the legs come through str in a seat position facing the opposite direction. Ey essential. Return to a standing position or turn to ition in the opposite direction. (Pre-requisite: seat

BOWLING

ADVANCED

PROCEDURES

MATERIALS & EQUIPMENT

The 10th frame is the last to be scored.. Any roll or rolls after the 10th frame are only to compute the score in the previous frames. If the pupil strikes in the 10th, the strike gives him ten plus two more rolls only. If on the first extra roll, a strike is rolled and on the second roll 8, this completes the game, and one does not roll for the two remaining pins.

ROLLER SKATING

ol While Skating.

Instruct pupils to practice squatting while standing still. Follow this by instructing them to squat down and then stand up while skating.

Have two pupils hold a long bamboo pole about shoulder height. Ask the students to skate under it. Lower the pole each time, instructing pupils that they cannot touch the pole or put their hands on the floor.

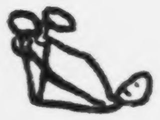
Move the feet in and out together. Make the heels do the pushing of feet outward.

Award some type of certificate, ribbon, or pin for different achievements.

Instructional Materials Center

TRAMPOLINE

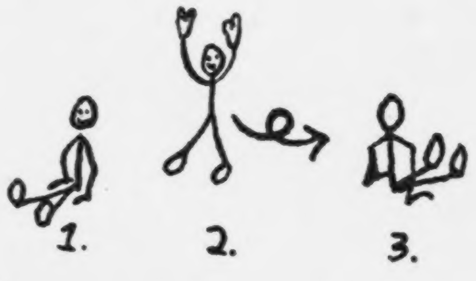
Bounce to back between shoulder blades kicking legs up to the ceiling. Let hands grab the back of the legs above the knee. Eyes look over toes. Return to a standing position by arching the back and looking straight forward.



ee, Seat and Front

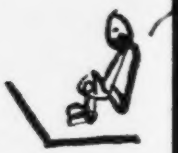
Bounce to a knee position. Go to a seat position. Pike while pushing off with the hands and go to a front lying position. Return to a standing position. It takes a good bounce and lots of control. Keep eyes forward.

Bounce a seat position. Bring the arms up over the head and make a half turn. Make the legs come through **straight.** Land in a seat position facing the opposite direction. Eye contact is essential. Return to a standing position or turn to a seat position in the opposite direction. (Pre-requisite: seat half turn.)



TRAMPOLINE
ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Cannonball	
Cannonball	Stand at one end of the trampoline, facing out. Jump straight into a tuck position grabbing hold of the knees. Hit **heels** and **seat** on the trampoline. Do a backward roll and land on the feet. Hands hold knees until completely over. Land on the feet in the middle of the mat. Look straight ahead on landing.



TRAMPOLINE
ADVANCED
PROCEDURES

MATERIALS & EQUIPMENT

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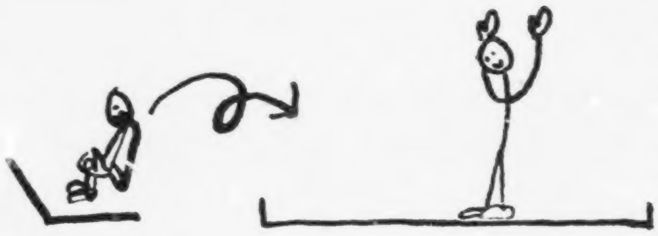

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Honor Your Partner Albums, Albums 1-15, Square Dance Associates, Freeport, New
Gym Mat, See standard requisition list
Hop Scotch, $1.95, Constructive Playthings, 1040 East 85th Street, Kansas City, Missour
Climbing Rope, ½ inch diameter, 23 feet long, America Athletic Equipment Company
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Bean Bags, Plan for Enriching Workshop Emphasis Curriculum, Job Task No. 5
Clutch Balls, $2.25, Constructive Playthings, 1040 East 85th Street, Kansas City, Misso
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AREA IV SAFETY EDUCATION

COMMITTEE

CHAIRMAN:	Anna James	St. Louis
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	Martha West	St. Louis

IV

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SAFETY

INTRODUCTION

Safety is probably the most difficult thing to teach a trainable mentally retarded pupil; dif general behavioral guides which must apply to varied individual situations. This is difficult becau is usually incapable of learning generalized concepts. Yet safety education is extremely important f If a retarded pupil is to find a place in society, he must be capable of dealing with the dangers th overgeneralization has been dealt with by attempting to keep learnings and activities as specific as the proper way to deal with many individual situations, rather than attempting to force the train thing he is unable to do.

Although some aspects of safety instruction will need to be taught as a separate entity, n with the teaching of other subjects.

While teaching a pupil to use a hammer, he should be taught to use the hammer safely. In te must also learn how to live safely. To do this, each teacher must be aware of and attuned to the co in every thing he teaches and in every interaction he has with the pupil.

GENERAL AIMS

1. To provide an increasing awareness of the dangers in the pupil's environment.
2. To provide the pupil with the means to make a satisfactory adjustment to these dangers.

FIRE SAFETY

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Precautions in Fire Safety	
Presenting activities to teach pupils awareness of safety hazards and how to avoid them as,	
Using matches properly	Teach primary pupils to give any matches they find to an older person or to an adult.
Handling rubbish and trash	Display pictures of rubbish and trash. Discuss the bad appearance and the health and fire hazards. Display pictures of proper rubbish containers. Permit pupils to examine the trash containers used by the school custodian. Urge the pupils to keep the classroom clean by depositing trash in the room trash containers. Hold each pupil responsible for depositing his own trash in the trash can.
Using electrical equipment	Instruct the pupils to enlist the aid of an older person or adult when the use of electrical equipment is necessary. Explain and illustrate pictorially the results of tampering with electrical appliances as, burns, fires, etc.

SAFETY

INTRODUCTION

e most difficult thing to teach a trainable mentally retarded pupil; difficult because safety concepts are
hich must apply to varied individual situations. This is difficult because the trainable mentally retarded
ning generalized concepts. Yet safety education is extremely important for the trainable mentally retarded.
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dealt with by attempting to keep learnings and activities as specific as possible in order to teach the pupil
h many individual situations, rather than attempting to force the trainable mentally retarded to do some-

ts of safety instruction will need to be taught as a separate entity, most instruction will be integrated
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to use a hammer, he should be taught to use the hammer safely. In teaching retarded pupils to live, they
safely. To do this, each teacher must be aware of and attuned to the continued need to stress the safe way
nd in every interaction he has with the pupil.

GENERAL AIMS

awareness of the dangers in the pupil's environment.

h the means to make a satisfactory adjustment to these dangers.

FIRE SAFETY

PRIMARY

in Fire Safety

PROCEDURES	MATERIALS & EQUIPMENT
Teach primary pupils to give any matches they find to an older person or to an adult.	
Display pictures of rubbish and trash. Discuss the bad appearance and the health and fire hazards. Display pictures of proper rubbish containers.	Pictures
Permit pupils to examine the trash containers used by the school custodian.	School trash container
Urge the pupils to keep the classroom clean by depositing trash in the room trash containers. Hold each pupil responsible for depositing his own trash in the trash can.	
Instruct the pupils to enlist the aid of an older person or adult when the use of electrical equipment is necessary.	
Explain and illustrate pictorially the results of tampering with electrical appliances as, burns, fires, etc.	Pictures, safety posters

FIRE SAFETY

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Precautions in Fire Safety (continued)	
Learning about explosives and inflammable materials	Discuss the explosives and inflammable mat Teach the pupils to stay away from explosive materials.
Teaching the hazards of fire	Permit pupils to invite a fireman to visit cl fire hazards. Play the T.V. tape. Visit the fire department. Provide pictures showing how fires start. Exa the pictures. Ask pupils to make appropriate fire safety pic
Alerting others in case of fire	Provide pictures showing children alerting adults upon discovering a fire. Discuss. Teac to alert adults in case of fire. Dramatize the followed in case of fire.
	Teach a song about the fireman.
	Read a story about the fireman.

HOME SAFETY

ACTIVITIES	PROCEDURES
LEARNING: Precautions in Home Safety	
Dialing the phone for emergency calls	Fingerplay games about the parts of the tel Give a classroom demonstration with the Te Teach the pupils how to use the telephone. Permit the pupils to practice dialing the ope to each other. Teach the pupils the number of the office te pupils to call the number and make a report
Recognizing harmful odors as smoke, burnt foods, etc.	Discuss cooking odors. Alert the pupils to th by discussing odors such as smoke and fire.
Taking medicine	Discuss the danger of taking medicine with vision. Emphasize the fact that pupils should not tak from a cabinet or shelf. Discuss who should administer medicines. Discuss the disposal of empty medicine conta Ask the nurse to visit the classroom and disc of medicines.

FIRE SAFETY

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
n Fire Safety (continued)	
Discuss the explosives and inflammable materials. Teach the pupils to stay away from explosive and inflammable materials.	
Permit pupils to invite a fireman to visit class to talk about fire hazards. Play the T.V. tape. Visit the fire department. Provide pictures showing how fires start. Examine and discuss the pictures.	T.V. Tape: Introduction to the "Fireman" State Department of Education, State Schools for Retarded Children, Jefferson City, Missouri
Ask pupils to make appropriate fire safety pictures and posters.	Pictures
Provide pictures showing children alerting older persons or adults upon discovering a fire. Discuss. Teach primary pupils to alert adults in case of fire. Dramatize the procedure to be followed in case of fire.	
Teach a song about the fireman.	Song: "The Fireman" Kindergarten Book, page 65
Read a story about the fireman.	Story: "Country Fireman" J. Beim (Morrow) Filmstrip: "Fireman" State Department of Education

HOME SAFETY

Home Safety	
Fingerplay games about the parts of the telephone. Give a classroom demonstration with the Telezonia Kit. Teach the pupils how to use the telephone. Permit the pupils to practice dialing the operator and to talk to each other. Teach the pupils the number of the office telephone. Ask the pupils to call the number and make a report.	Telezonia Kit — toy telephone Oversized dial unit (cardboard)
s Discuss cooking odors. Alert the pupils to the sense of smell by discussing odors such as smoke and fire.	Kitchen
Discuss the danger of taking medicine without adult supervision. Emphasize the fact that pupils should not take medicine bottles from a cabinet or shelf. Discuss who should administer medicines. Discuss the disposal of empty medicine containers. Ask the nurse to visit the classroom and discuss administering of medicines.	Safety pictures

HOME SAFETY

PRIMARY

ACTIVITIES	PROCEDURES
LEARNING: Precautions in Home Safety (continued)	
Teaching about the danger of plastic bags	Demonstrate the uses of plastic bags. Discuss the specific uses of the plastic bags as food conta garbage disposals, and covers for cleaning. Discuss why plastic bags should be torn and thrown when no longer needed. Emphasize the fact that plastic bags are not balloons should never be placed near the mouth.
Learning to avoid abandoned furniture	Discuss the need for air. Explain the danger of crawling into anything that ha and doors that close. Enclose a pupil in a cardboard box and ask him if h get out. Ask parents to remove the doors of any furniture not i as, refrigerators and freezers.
Teaching pupils to be cautious on slippery floors, steps, and in the bathtubs	Present filmstrips and movies showing the results of sli on floors, steps, and in the bathtub. Discuss the safety precautions in taking a bath as us bath mat that does not slip, being careful about the tempe of the water, stepping out of the tub or shower on to bath mat.
Cleaning up spills	Discuss the danger of slipping and falling in spilled wa foods. Emphasize the importance of carrying food in the room in such a manner that none is spilled. Instruct the pupils to mop up spills themselves or to a help in doing so. Ask the pupils to color duplicated illustrations of spill flannel board cutouts to show illustrations of the resu spills.
Handling sharp objects	Give a classroom demonstration of holding and carrying objects such as scissors and pencils. Permit pupils to practice carrying pointed edged objects from the body. Give experience in passing sharp objects from one pu another. Guide the pupils in developing the rule: Never run with objects. Color mimeograph materials.
Using care when opening and closing doors	Demonstrate the proper way to open and close a doo the class. Let the pupils practice opening and closing doors. Discuss the danger of holding the hand in the door.

HOME SAFETY

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
Home Safety (continued)	
Demonstrate the uses of plastic bags. Discuss the specific uses of the plastic bags as food containers, garbage disposals, and covers for cleaning. Discuss why plastic bags should be torn and thrown away when no longer needed. Emphasize the fact that plastic bags are not balloons and should never be placed near the mouth.	Plastic bags
Discuss the need for air. Explain the danger of crawling into anything that has lids and doors that close. Enclose a pupil in a cardboard box and ask him if he can get out. Ask parents to remove the doors of any furniture not in use as, refrigerators and freezers.	Cardboard box
Present filmstrips and movies showing the results of slipping on floors, steps, and in the bathtub. Discuss the safety precautions in taking a bath as using a bath mat that does not slip, being careful about the temperature of the water, stepping out of the tub or shower on to a dry bath mat.	
Discuss the danger of slipping and falling in spilled water or foods. Emphasize the importance of carrying food in the lunch room in such a manner that none is spilled. Instruct the pupils to mop up spills themselves or to ask for help in doing so. Ask the pupils to color duplicated illustrations of spills. Use flannel board cutouts to show illustrations of the results of spills.	Mop, rags
Give a classroom demonstration of holding and carrying sharp objects such as scissors and pencils. Permit pupils to practice carrying pointed edged objects away from the body. Give experience in passing sharp objects from one pupil to another. Guide the pupils in developing the rule: Never run with sharp objects. Color mimeograph materials.	Scissors, knives, pencils and forks
Demonstrate the proper way to open and close a door with the class. Let the pupils practice opening and closing doors. Discuss the danger of holding the hand in the door.	Door

HOME SAFETY

PRIMARY

LEARNING: Precautions in Home Safety (continued)

ACTIVITIES	PROCEDURES
	Teach pupils to look behind when closing a door closing the door on someone who might be follo
Keeping objects off the floor and stairway	Show movies about the danger of not picking u Permit pupils to discuss why there is a nee objects. Ask the pupils to name the objects often foun their homes and in the classroom. Instruct the pupils to pick up all objects and their proper places.
Never teasing pets	Ask the pupils to name the pets found in their Permit them to tell their feelings toward the pe Explain to pupils why, when they see a dog, walk around him. Take the class on a field trip. Watch for pets the rule that pupils should not touch strange p
Climbing ladders	Demonstrate the method of going up and down Explain why it is necessary to grip a ladder whe Discuss why it is necessary to face the ladde down. Let the pupils practice going up and down a lad
Learning not to stand in a chair	Show films and pictures on the danger of falling Discuss the reasons for standing on a chair, as to see over others. Discuss the dangers of standi Urge pupils never to stand in a chair to reach o
Identifying and avoiding rodents and insects	Show pictures of insects and rodents. Permit pu the rodents and insects they have seen. Discuss the danger of certain rodents and inse Teach the pupils about insecticides, that they sh only by adults and never touched by pupils.
Teaching that sewing equipment is not to be placed in the mouth, nose, or ears	Give each one a sewing card and equipment w sew. Teach the pupils the use of each part of sewi as, thimbles, needles, pins and buttons and the c not in use. Emphasize the fact that none of it i in the mouth, nose or ears.
Working locks on doors and windows	Provide a board containing different types of lo and windows. Permit pupils to lock and unlock the board. Permit pupils to lock and unlock t windows of the classroom.

HOME SAFETY

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
ty (continued)	
ch pupils to look behind when closing a door to keep from sing the door on someone who might be following.	
w movies about the danger of not picking up objects. mit pupils to discuss why there is a need to pick up ects. the pupils to name the objects often found on floors in r homes and in the classroom. ruct the pupils to pick up all objects and put them in r proper places.	
the pupils to name the pets found in their neighborhood. mit them to tell their feelings toward the pets. lain to pupils why, when they see a dog, they should k around him. e the class on a field trip. Watch for pets and reinforce rule that pupils should not touch strange pets.	
nonstrate the method of going up and down a ladder. lain why it is necessary to grip a ladder when climbing. uss why it is necessary to face the ladder when going n. the pupils practice going up and down a ladder.	Ladder
w films and pictures on the danger of falling from chairs. uss the reasons for standing on a chair, as to reach, and ee over others. Discuss the dangers of standing on a chair. e pupils never to stand in a chair to reach objects.	Chair
w pictures of insects and rodents. Permit pupils to name rodents and insects they have seen. uss the danger of certain rodents and insects. ch the pupils about insecticides, that they should be used by adults and never touched by pupils.	Pictures
each one a sewing card and equipment with which to	Sewing cards, thread
ch the pupils the use of each part of sewing equipment himbles, needles, pins and buttons and the care of it when in use. Emphasize the fact that none of it is to be placed e mouth, nose or ears.	
ide a board containing different types of locks for doors windows. Permit pupils to lock and unlock the locks on board. Permit pupils to lock and unlock the doors and dows of the classroom.	Board with different locks

HOME SAFETY

PRIMARY

ACTIVITIES	PROCEDURES
LEARNING: Precautions in Home Safety (continued)	
Promoting careful grooming	Teach the pupils to use care when barefoot and in dr for physical education activities. Refer to Physical Education Activities. Show movies about careless grooming. Teach the pupils the importance of keeping shoe lace not only for appearance but for safety. Teach the puipls to tie laces by using a toy shoe, then shoe. Urge the pupils to tie their own laces or to ask for h help is needed.

TRAFFIC SAFETY

LEARNING: Precautions in Traffic Safety	
Providing activities to teach pupils an awareness of the dangers in traffic and how to meet them as,	
Recognizing traffic helpers	Discuss traffic helpers, who they are, and what they d the pupils to name the traffic helpers as, policeman driver, bus mother, crossing guard. Permit the pupils to invite traffic helpers to visit scho talk about their jobs and duties. Take the pupils on a field trip to observe traffic help work. Teach songs about traffic helpers. Tell stories about helpers. Permit pupils to tell stories about traffic helpers.
Recognizing, understanding and obeying traffic signals	Teach the pupils to name and identify the colors red, and yellow. Teach the proper traffic response for each c Prepare a traffic sign and teach proper response for each Take a neighborhood field trip to observe pedestrian cars crossing at intersections where traffic signals are eration. Discuss what was observed.
Crossing streets at corners using marked crossing lanes or designated areas	Present and discuss filmstrips and pictures showing the places to cross streets. Plan short trips near the school for actual demonstrat learning. Permit the pupils to show where and when t the street.

HOME SAFETY

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
Safety (continued)	
Teach the pupils to use care when barefoot and in dressing for physical education activities. Refer to Physical Education Activities. Show movies about careless grooming. Teach the pupils the importance of keeping shoe laces tied not only for appearance but for safety. Teach the puipls to tie laces by using a toy shoe, then a real shoe. Urge the pupils to tie their own laces or to ask for help if help is needed.	Toy shoe, real shoe
TRAFFIC SAFETY	
Safety	
Discuss traffic helpers, who they are, and what they do. Ask the pupils to name the traffic helpers as, policeman, bus driver, bus mother, crossing guard. Permit the pupils to invite traffic helpers to visit school and talk about their jobs and duties. Take the pupils on a field trip to observe traffic helpers at work. Teach songs about traffic helpers. Tell stories about traffic helpers. Permit pupils to tell stories about traffic helpers.	Songs, stories, pictures
Teach the pupils to name and identify the colors red, green and yellow. Teach the proper traffic response for each color. Prepare a traffic sign and teach proper response for each color. Take a neighborhood field trip to observe pedestrians and cars crossing at intersections where traffic signals are in operation. Discuss what was observed.	Traffic signs, games
Present and discuss filmstrips and pictures showing the proper places to cross streets. Plan short trips near the school for actual demonstration of learning. Permit the pupils to show where and when to cross the street.	Games, pictures

TRAFFIC SAFETY
PRIMARY

LEARNING: Precautions in Traffic Safety (continued)

ACTIVITIES	PROCEDURES
Looking **all ways** before crossing the street	Teach games requiring left and right. Give the pupils practice in following the comr right. Use pictures to stimulate discussion and pupil comprehension. Teach games in which pupils look to the left, and all around. Present a traffic picture showing proper ways o street. After viewing traffic pictures, discuss the reaso sary to look all ways before crossing streets. Ta for a short walk and observe whether or not th rules.
Walking safely under varying conditions	Show pictures illustrating various hazardous ditions. Demonstrate the proper way to wear winter scarves. Permit the pupils to discuss pictures illustrating adults wearing clothing suitable in color and we and inclement weather. Discuss the need to wear proper fitting headgea so that clothing will not obstruct the ability to Practice walking single file.
Recognizing the dangers of railroads and trains	Display railroad safety pictures. Listen to the pretation of the pictures. Present pictures illustrating railroad safety rules road safety crossing. Identify the signals.
Observing tricycle safety rules	Present pictures showing the safe way to ride a cuss the tricycle safety pictures with the pupils a demonstration of safe tricycle riding in the gy ing the physical education period.
Riding the school bus and public transportation safely	Show television tapes and filmstrips on the saf the school bus. Discuss safe bus behavior bef field trips, as, taking the seat assigned, boardin the bus in a business like way, moving away after leaving it, keeping hands and heads inside riding, and speaking in a conversational tone. to role-play riding on the school bus.

TRAFFIC SAFETY

PRIMARY

raffic Safety (continued)

PROCEDURES	MATERIALS & EQUIPMENT
Teach games requiring left and right. Give the pupils practice in following the command left or right. Use pictures to stimulate discussion and to determine pupil comprehension.	Games, pictures
Teach games in which pupils look to the left, to the right, and all around. Present a traffic picture showing proper ways of crossing the street. After viewing traffic pictures, discuss the reason it is necessary to look all ways before crossing streets. Take the pupils for a short walk and observe whether or not they follow the rules.	
Show pictures illustrating various hazardous weather conditions. Demonstrate the proper way to wear winter headgear and scarves. Permit the pupils to discuss pictures illustrating children and adults wearing clothing suitable in color and weight for dark and inclement weather. Discuss the need to wear proper fitting headgear and scarves so that clothing will not obstruct the ability to hear and see. Practice walking single file.	Pictures, small articles of winter wearing apparel
Display railroad safety pictures. Listen to the pupils interpretation of the pictures. Present pictures illustrating railroad safety rules. Discuss railroad safety crossing. Identify the signals.	Pictures
Present pictures showing the safe way to ride a tricycle. Discuss the tricycle safety pictures with the pupils. Arrange for a demonstration of safe tricycle riding in the gymnasium during the physical education period.	Pictures, tricycle
Show television tapes and filmstrips on the safe way to ride the school bus. Discuss safe bus behavior before and after field trips, as, taking the seat assigned, boarding and leaving the bus in a business like way, moving away from the bus after leaving it, keeping hands and heads inside the bus while riding, and speaking in a conversational tone. Permit pupils to role-play riding on the school bus.	

TRAFFIC SAFETY

PRIMARY

ACTIVITIES	PROCEDURES

LEARNING: Precautions in Traffic Safety (continued)

Riding in cars safely	Provide pictures showing safe behavior in cars. Discu behavior as, fastening seat belts, keeping hands inside the car, locking the car, etc. Role-play riding i car. Find pictures in magazines showing children cars safely and permit the pupils to make a booklet
Saying and, if possible, writing own name, address and telephone number	At morning roll call, ask each pupil to say his address. Prepare a name card for each pupil. Instruct the pu the card to trace his name until he can print it witho Give the pupils time to practice printing his name. Play games in which the pupil must say his name some information about himself.
Teaching the proper behavior in relationship with strangers	Present a filmstrip showing a stranger offering a pu and a ride. Discuss the response that should be the pupil. Discuss proper behavior when approached by a str
Wearing or carrying personal identifications	Show identification bracelets, necklaces, and wallet cuss their uses. Explain why it is wise to wear or carry personal ide Present pictures showing boys and girls wearing ide bracelets and necklaces.

RECREATIONAL SAFETY

LEARNING: Precautions Necessary in Recreation

Providing activities which will teach the pupils awareness of safety hazards in recreation, as	
Using playground equipment	Discuss the importance of using playground equip perly. Take the pupils to the playground and show them Teach proper climbing techniques, sitting techniques, ing off techniques. Give help in climbing and recover ed.
Developing acceptable behavior patterns	Discuss fighting, pushing, hitting and not taking tur Guide pupils into the realization that such behav acceptable.

TRAFFIC SAFETY

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
c Safety (continued)	
Provide pictures showing safe behavior in cars. Discuss proper behavior as, fastening seat belts, keeping hands and head inside the car, locking the car, etc. Role-play riding in Father's car. Find pictures in magazines showing children riding in cars safely and permit the pupils to make a booklet.	Pictures, games, magazines
At morning roll call, ask each pupil to say his name and address. Prepare a name card for each pupil. Instruct the pupil to use the card to trace his name until he can print it without help.	Games, name cards
Give the pupils time to practice printing his name. Play games in which the pupil must say his name and give some information about himself.	
Present a filmstrip showing a stranger offering a pupil candy and a ride. Discuss the response that should be made by the pupil. Discuss proper behavior when approached by a stranger.	Filmstrip, "Patch the Pony"
Show identification bracelets, necklaces, and wallets and discuss their uses. Explain why it is wise to wear or carry personal identification. Present pictures showing boys and girls wearing identification bracelets and necklaces.	Identification bracelet and necklace, wallet, pictures

RECREATIONAL SAFETY

PROCEDURES	MATERIALS & EQUIPMENT
y in Recreation	
Discuss the importance of using playground equipment properly. Take the pupils to the playground and show them the slide. Teach proper climbing techniques, sitting techniques, and pushing off techniques. Give help in climbing and recovery as needed.	Slide
Discuss fighting, pushing, hitting and not taking turns. Guide pupils into the realization that such behavior is unacceptable.	

RECREATION SAFETY

PRIMARY

LEARNING: Precautions Necessary in Recreation (continued)

ACTIVITIES	PROCEDURES
Discussing the importance of obeying the rules	Discuss accidents that the pupils have observ ground, in the street, or at home. Permit the whether or not rules were followed.
Using recreational materials, ball, bats, trampoline, bicycle, etc.	Present many different types of balls comm weight, hardness, and rebound. Give the pupils an opportunity to bounce, t ball. Discuss the dangerous use of a ball. Teach partner games. Divide the groups into them to walk together and to play together. C ners. Review the rule of not carrying any objects i small recreational items.
Teaching the hazards of throwing stones, snowballs, pointed sticks, etc.	Discuss the danger of being hit by thrown ob Make a distinction between throwing stones, careful play with balls.
Teaching the danger of over eating and over exertion	Compare fattening and nonfattening foods. Discuss the right kinds of food to eat. Refer to the section on cooking. Urge pupils to be careful about over exertion

WORKSHOP SAFETY

LEARNINGS: Precautions Necessary in Workshop Training

ACTIVITIES	PROCEDURES
Handling workshop tools safely	Teach the pupils to pound pegs into com wrench and hammer board. Introduce the wooden hammer and demonst use of it in pounding pegs. Stress proper hol starting with small strokes. Stress holding peg low down so that the fin hit. Emphasize soft starting strokes and incre ter letting go of the spike. Permit pupils to hold, feel, and use the woo Teach the pupils to use a screwdriver to d the primary workbench.
Distinguishing the difference between bells, buzzers, etc. signifying danger and those indicating routing circumstances	Talk about sounds indicating danger. Use th a fire drill to demonstrate danger signals a regular school bells. Discuss other sounds that are danger sounds.

RECREATION SAFETY

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
ssary in Recreation (continued)	
Discuss accidents that the pupils have observed on the playground, in the street, or at home. Permit the pupils to decide whether or not rules were followed.	
Present many different types of balls commenting on size, weight, hardness, and rebound. Give the pupils an opportunity to bounce, toss and lift the ball. Discuss the dangerous use of a ball. Teach partner games. Divide the groups into pairs and teach them to walk together and to play together. Change the partners. Review the rule of not carrying any objects in the mouth, as, small recreational items.	Balls of various sizes, hardness
Discuss the danger of being hit by thrown objects. Make a distinction between throwing stones, sticks, etc. and careful play with balls.	
Compare fattening and nonfattening foods. Discuss the right kinds of food to eat. Refer to the section on cooking. Urge pupils to be careful about over exertion after eating.	Foods, pictures of foods, pictures of fat, medium and thin people.

WORKSHOP SAFETY

PROCEDURES	MATERIALS & EQUIPMENT
cessary in Workshop Training	
Teach the pupils to pound pegs into combination screw, wrench and hammer board. Introduce the wooden hammer and demonstrate the proper use of it in pounding pegs. Stress proper holding of hammer, starting with small strokes. Stress holding peg low down so that the fingers will not be hit. Emphasize soft starting strokes and increasing power after letting go of the spike. Permit pupils to hold, feel, and use the wooden screwdriver. Teach the pupils to use a screwdriver to drive screws into the primary workbench.	Primary workbench and tools
Talk about sounds indicating danger. Use the bell calling for a fire drill to demonstrate danger signals as contrasted to regular school bells. Discuss other sounds that are danger sounds.	Bells, buzzers, and whistles

SCHOOL SAFETY
PRIMARY

ACTIVITIES	PROCEDURES
LEARNING: Precautions Necessary in School Safety	
Providing activities to teach the pupil awareness of safety hazards in the school and how to avoid them, as,	
Teaching pupils to sit with their feet under the desk	Show a filmstrip. Discuss. Role play. Have a pupil si his desk pretending to trip another student. As the pu to the floor, discuss ways both pupils might have been
Teaching the fire escape route	Teach the signal for a fire drill. Teach the escape route. Emphasize to the pupils th should walk during a fire drill. Take the pupils for along the route. (The alternate route at a later date) fire drill. Follow the pupils out for a regular fire drill. the success or failure of the drill.
Using classroom equipment. (scissors, chalk, pencils, spray paint cans, etc.)	Present articles in the classroom which might cause Discuss the dangers of each article separately. Show of the proper way to handle them. Demonstrate, then h pupils repeat the demonstration.
Developing the understanding of the proper way of walking in halls and up and down stairs	Take pupils out of the classroom into the hallway. which is the proper side on which to walk. Divide the with tape. Demonstrate the trouble which might aris ing on the wrong side, especially around corners. Hav practice meeting in the halls. Use the same proced teaching walking on stairways. Urge the use of the ha if necessary.
Moving furniture	Discuss how back injuries occur. Demonstrate how to lift heavy objects and the proper carry them. Let pupils rearrange the furniture in th room.
	Teach the vocabulary listed at the end of this section.

SCHOOL SAFETY
PRIMARY

School Safety

PROCEDURES	MATERIALS & EQUIPMENT
ow a filmstrip. Discuss. Role play. Have a pupil sitting at s desk pretending to trip another student. As the pupil falls the floor, discuss ways both pupils might have been injured.	Regular classroom setting of desk, chair
each the signal for a fire drill. each the escape route. Emphasize to the pupils that they ould walk during a fire drill. Take the pupils for a walk ong the route. (The alternate route at a later date) Have a e drill. Follow the pupils out for a regular fire drill. Discuss e success or failure of the drill.	Chart showing escape route, fire alarm system
esent articles in the classroom which might cause injury. iscuss the dangers of each article separately. Show pictures the proper way to handle them. Demonstrate, then have the pils repeat the demonstration.	All classroom articles which might cause injury of some type, pictures, charts
ke pupils out of the classroom into the hallway. Explain hich is the proper side on which to walk. Divide the hallway ith tape. Demonstrate the trouble which might arise by be- g on the wrong side, especially around corners. Have pupils actice meeting in the halls. Use the same procedures in aching walking on stairways. Urge the use of the hand rails necessary.	Masking tape, hallway, stairway
iscuss how back injuries occur. emonstrate how to lift heavy objects and the proper way to rry them. Let pupils rearrange the furniture in the class- om.	Classroom furniture
each the vocabulary listed at the end of this section.	

FIRE SAFETY

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Precautions in Fire Safety	
Presenting activities to teach pupils awareness of safety hazards and how to avoid them, as;	
Using matches	Provide a chart illustrating rules for the safe use of matche Explain the reasons for each rule. Ask questions to determine comprehension of rules. Stress the rule of using matches under the supervision of a adult or with the permission of an adult.
Handling rubbish	Review and reinforce the procedures learned in the primar section. Present the pictorial chart giving directions for storing an burning trash where it is legally permissable. Explain the illustrated directions. Permit the pupils to ad suggestions. Stress the fact that pupils should have adult per mission or supervision before burning trash.
Using electrical equipment	Present the chart which show illustrated rules for using smal and large electrical appliances. Explain the rules. Permit th pupil to make rules from their own experience. Prepare a simple, teacher made, illustrated experience stor Assist the pupils in understanding it. Refer to Area IX Show a related filmstrip.
Learning about explosives and inflammable material	Teach the pupils to stay away from explosives. Teach the pupils to handle inflammable materials under adu supervision only.
Teaching fire prevention	Review and reinforce the procedures learned in the primar section. Present illustrations showing how poor housekeeping and car lessness create fire hazards. Explain and discuss the illustra tions. Encourage the pupils to observe good housekeeping rules a school. Assist the pupils to list and illustrate basic rules for preven ing fires.
Alerting others in case of fire	Review and reinforce the procedures learned in the primar section. Use the teletrainer. Give pupils practice in dialing emergency numbers, fire d partment, police station, operator. See Area III.

FIRE SAFETY
INTERMEDIATE

fety

PROCEDURES	MATERIALS & EQUIPMENT
rovide a chart illustrating rules for the safe use of matches. xplain the reasons for each rule. sk questions to determine comprehension of rules. tress the rule of using matches under the supervision of an dult or with the permission of an adult.	Chart - illustrated rules
eview and reinforce the procedures learned in the primary ection. resent the pictorial chart giving directions for storing and urning trash where it is legally permissable. xplain the illustrated directions. Permit the pupils to add uggestions. Stress the fact that pupils should have adult permission or supervision before burning trash. resent the chart which show illustrated rules for using small nd large electrical appliances. Explain the rules. Permit the upil to make rules from their own experience.	Chart - pictorial
repare a simple, teacher made, illustrated experience story. ssist the pupils in understanding it. efer to Area IX how a related filmstrip.	Filmstrip: "I'm No Fool With Fire" State Department of Education
each the pupils to stay away from explosives. each the pupils to handle inflammable materials under adult upervision only.	
eview and reinforce the procedures learned in the primary ection. resent illustrations showing how poor housekeeping and carelessness create fire hazards. Explain and discuss the illustrations. ncourage the pupils to observe good housekeeping rules at chool. ssist the pupils to list and illustrate basic rules for preventing fires.	Pictures, posters Broom, dust pan, trash containers, etc.
eview and reinforce the procedures learned in the primary ection. Use the teletrainer. Give pupils practice in dialing emergency numbers, fire department, police station, operator. See Area III.	

FIRE SAFETY

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNING: Precautions in Fire Safety (continued)	
	Take the pupils on a visit to a fire station, tal man, examine fire fighting equipment and le
Teaching pupils to recognize emergency sounds	Play recordings of sounds and ask the pupils t Present pictorial chart for using the fire alar the directions. Explain where fire alarm boxe
Teaching the hazards of fire	Take the pupils to see the fire alarm box in th Explain the proper conduct expected during fir and demonstrate procedure. Review and reinforce the procedures presented level. Observe pupils during fire drill practice to det hension. See Area III - School Safety. Teach pupils the procedure to follow if one's c on fire. Explain the procedures to use in escaping from room. Have pupils practice crawling from the r

HOME SAFETY

LEARNING: Precautions in Home Safety

Recognizing containers containing poison	Teach the pupils to recognize containers contai Show jars, canisters, and other containers. Call attention to the labels as, skull and cross bo
Applying a band-aid	Teach the purpose of elementary first aid. As come into the classrooms and teach pupils h wound and apply a band-aid. Give a class dem
Recognizing other hazards in the home.	Teach the proper position of pans on the stove Teach the pupils how to remove lids. Teach the pupils how to wash windows. Explai need a ladder for height. Teach the danger of s struct pupils row to sew jar rings on the bottom vent slipping.

FIRE SAFETY

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
re Safety (continued)	
Take the pupils on a visit to a fire station, talk with the fireman, examine fire fighting equipment and learn their uses.	Teletrainer T.V. Tape "Introduction of the Fireman" State Department of Education State Schools for Retarded Children, Jefferson City, Missouri
Play recordings of sounds and ask the pupils to identify them. Present pictorial chart for using the fire alarm box. Explain the directions. Explain where fire alarm boxes are located.	Record: "Sounds of the City" Peabody Language Development Kit
Take the pupils to see the fire alarm box in the neighborhood. Explain the proper conduct expected during fire drill. Explain and demonstrate procedure. Review and reinforce the procedures presented at the primary level. Observe pupils during fire drill practice to determine comprehension. See Area III - School Safety. Teach pupils the procedure to follow if one's clothing catches on fire. Explain the procedures to use in escaping from a smoke filled room. Have pupils practice crawling from the room.	

HOME SAFETY

PROCEDURES	MATERIALS & EQUIPMENT
me Safety	
Teach the pupils to recognize containers containing poison. Show jars, canisters, and other containers. Call attention to the labels as, skull and cross bones, poison, etc.	Bottles, pictures
Teach the purpose of elementary first aid. Ask the nurse to come into the classrooms and teach pupils how to clean a wound and apply a band-aid. Give a class demonstration.	Band-aids
Teach the proper position of pans on the stove and in ovens. Teach the pupils how to remove lids. Teach the pupils how to wash windows. Explain that one may need a ladder for height. Teach the danger of scatter rugs. Instruct pupils row to sew jar rings on the bottom of rugs to pervent slipping.	Rugs, jar rings

HOME SAFETY

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNING: Precautions in Home Safety (continued)	
Storing laundry	Demonstrate the proper way to store laundry supplie
Operating household items	Teach the pupils the danger of light sockets. Urge th never to touch the sockets with fingers. Teach the pupils the use if electrical plugs. Discuss the pupils opportunities to use electrical plugs. Demonstrate how to remove ice from ice trays.
Burning trash	Review the procedures learned at the primary level. Teach the pupils never to burn trash without adult sup Enlist the help of the custodian in demonstrating bu of trash. Discuss.
Teaching about the fuel in stoves and furnaces	Enlist the help of the custodian in explaining and der ing the operation of coal, wood, oil and gas burning st furnaces.

TRAFFIC SAFETY

ACTIVITIES	PROCEDURES
LEARNING: Precautions in Traffic Safety	
Providing activities to teach pupils an awareness of the dangers in traffic and how to meet them, as,	
Recognizing the duties of our traffic helpers. (policeman, bus driver, bus mother, crossing guard)	Review and reinforce the procedures learned at the level. Write an experience story dictated by the pupils abou helpers. Ask the pupils to illustrate the experience st
Recognizing, understanding, and obeying traffic signals	Review and reinforce the procedures learned at the level. Display pictures of traffic signs before a field trip. T pupils on neighborhood field trips to observe neigh traffic signs along the streets. Encourage the pupils signs seen on the field trip. Make a booklet of various traffic signs. Identify traffic the classroom. Explain the meaning of the signs.

HOME SAFETY

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
fety (continued)	
emonstrate the proper way to store laundry supplies.	
each the pupils the danger of light sockets. Urge the pupils ever to touch the sockets with fingers.	
each the pupils the use if electrical plugs. Discuss and give he pupils opportunities to use electrical plugs. emonstrate how to remove ice from ice trays.	
eview the procedures learned at the primary level. each the pupils never to burn trash without adult supervision. nlist the help of the custodian in demonstrating burning of f trash. Discuss.	
nlist the help of the custodian in explaining and demonstrat- ng the operation of coal, wood, oil and gas burning stoves and urnaces.	
TRAFFIC SAFETY	
afety	
eview and reinforce the procedures learned at the primary vel. rite an experience story dictated by the pupils about traffic elpers. Ask the pupils to illustrate the experience story.	Pictures
eview and reinforce the procedures learned at the primary vel. isplay pictures of traffic signs before a field trip. Take the upils on neighborhood field trips to observe neighborhood affic signs along the streets. Encourage the pupils to recall gns seen on the field trip. ake a booklet of various traffic signs. Identify traffic signs in e classroom. Explain the meaning of the signs.	Pictures

TRAFFIC SAFETY

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNING: Precautions in Traffic Safety (continued)	
Crossing the streets at corners using marked crossing lanes or designated areas	Review and reinforce the procedures learned at th level. Display pictures and posters to stimulate discussio the danger in crossing the street betweeen corners an ger in crossing the street from between parked cars.
Looking **all ways** before crossing the street	Review and reinforce the procedures learned at th level.
Walking safely under varying conditions	Review and reinforce the procedures learned in th level. Display appropriate traffic pictures. Show filmstri Discuss the need to walk on the extreme left, fac wherever there are no sidewalks.
Teaching the dangers of railroads and trains	Review and reinforce the procedures learned in th level.
Observing bicycle safety rules	Review and reinforce the procedures learned in th level. Display pictures. Present a filmstrip on safe bicycle cuss the pictures and the filmstrips showing how t cycle. Arrange for a demonstration in the gymnasium. Giv practice, during the physical education period, on th to ride a bicycle.
Riding school buses and public transportation safely.	Review and reinforce procedures learned in th section. Discuss safe bus behavior before and after a trip on
Riding in cars safely	Review and reinforce procedures learned in th section.
Teaching pupils to learn to say and, if possible, write own name, address, and telephone number	Review and reinforce procedures learned in th section. Make a class directory which contains the names o who can say or print name, address and telephone During morning roll call, ask the pupils to respond name, telephone number, and address. Ask the pup their names on all paper work.

TRAFFIC SAFETY
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
Safety (continued)	
Review and reinforce the procedures learned at the primary level. Display pictures and posters to stimulate discussion. Discuss the danger in crossing the street betweeen corners and the danger in crossing the street from between parked cars.	Pictures
Review and reinforce the procedures learned at the primary level.	
Review and reinforce the procedures learned in the primary level. Display appropriate traffic pictures. Show filmstrips. Discuss the need to walk on the extreme left, facing traffic, wherever there are no sidewalks.	Pictures
Review and reinforce the procedures learned in the primary level.	
Review and reinforce the procedures learned in the primary level. Display pictures. Present a filmstrip on safe bicycle riding. Discuss the pictures and the filmstrips showing how to ride a bicycle. Arrange for a demonstration in the gymnasium. Give the pupils practice, during the physical education period, on the safe way to ride a bicycle.	Pictures, bicycle
Review and reinforce procedures learned in the primary section. Discuss safe bus behavior before and after a trip on a bus.	
Review and reinforce procedures learned in the primary section.	
Review and reinforce procedures learned in the primary section. Make a class directory which contains the names of all pupils who can say or print name, address and telephone number. During morning roll call, ask the pupils to respond by saying name, telephone number, and address. Ask the pupils to print their names on all paper work.	

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Precautions in Traffic Safety (continued)	
Teaching proper behavior in relationship with strangers	Review and reinforce procedures learned in the p section. Role play.
Teaching pupils to wear or carry personal identification	Review and reinforce procedures learned in the p section. Display identification cards found in wallets. Help th to fill out identification cards.

RECREATION SAFETY

ACTIVITIES	PROCEDURES
LEARNING: Precautions Necessary in Recreation	
Providing activities which will teach the pupils an awareness of safety hazards in recreation as,	
Using playground equipment	Teach the proper use of the slide. Permit the pupils to land, climb, and slide by themsel der close supervision, correcting safety faults. Stress turns and waiting for the person to leave the slide bot fore sliding.
Using a bicycle	Show posters and films. Demonstrate proper procedur the bicycle. Discuss proper bicycle techniques. Give the pupils practice in walking with a bicycle streets, etc. Permit the pupils to take a bicycle trip around the pla using proper safety rules.
Playing with others	Discuss the dangers of playing alone and with stranger Teach the pupils to walk and play together in pairs. Practice the "buddy" system in halls and at play. Teach two-person games to play at recess. Discuss the danger of playing with objects in the mou Use peer group influence to aid in discipline.

WORKSHOP SAFETY

ACTIVITIES	PROCEDURES
LEARNING: Precautions Necessary in Workshop Training	
Handling workshop tools	Present a real hammer. Teach the pupils to pound n very soft wood. Present an Allen head screw driver comparing it to t lar screwdriver. Demonstrate the safety measures. Teach the vocabulary listed at the end of this section

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
Traffic Safety (continued)	
Review and reinforce procedures learned in the primary section. Role play.	
Review and reinforce procedures learned in the primary section. Display identification cards found in wallets. Help the pupils to fill out identification cards.	Identification card

RECREATION SAFETY

PROCEDURES	MATERIALS & EQUIPMENT
essary in Recreation	
Teach the proper use of the slide. Permit the pupils to land, climb, and slide by themselves under close supervision, correcting safety faults. Stress taking turns and waiting for the person to leave the slide bottom before sliding.	Slide
Show posters and films. Demonstrate proper procedures with the bicycle. Discuss proper bicycle techniques. Give the pupils practice in walking with a bicycle crossing streets, etc. Permit the pupils to take a bicycle trip around the playground using proper safety rules.	Poster and bicycle
Discuss the dangers of playing alone and with strangers. Teach the pupils to walk and play together in pairs. Practice the "buddy" system in halls and at play. Teach two-person games to play at recess. Discuss the danger of playing with objects in the mouth. Use peer group influence to aid in discipline.	

WORKSHOP SAFETY

PROCEDURES	MATERIALS & EQUIPMENT
essary in Workshop Training	
Present a real hammer. Teach the pupils to pound nails into very soft wood.	Hammer, (6-8 oz.) nails, soft wood
Present an Allen head screw driver comparing it to the regular screwdriver. Demonstrate the safety measures.	Allen head screwdriver and screws
Teach the vocabulary listed at the end of this section	

SAFETY

ADVANCED

ACTIVITIES	PROCEDURES
Using playground equipment	Permit free play on the slide. Allow unsupervised play. Make periodic checks for safet pliance.
Seeking friends	Urge the pupils to seek friends among those people they Reinforce group play.
Using workshop tools safely	Select projects which require the use of hammer and Give pupils time to practice using the hammer. Stress the danger of letting it slip out of the slot and h the hand. Give the pupils time to practice using a regular screwd
	Review the vocabulary used in previous sections. Teach the vocabulary used in this section.

The advanced trainable retardate who is preparing to leave school for employment in
community on an adult basis is now ready to put into practice, for his own and others' safe
years. All primary and intermediate learnings should be reviewed and reinforced constantly
ters, explanations, and demonstrations when advisable.

By the time that the pupil has reached the advanced level, it is hoped that, with cons
basic safety knowledge and habits for his own safety and the safety of others. His ability to
the quality of teaching he has received and his ability to interpret and apply safety learnin

SAFETY VOCABULARY

PRIMARY

1. bottle
2. cold
3. cotton
4. danger
5. dial
6. doctor
7. do not (don't)
8. down
9. exit
10. fire
11. go
12. hot
13. in
14. knife
15. mop
16. no
17. nurse
18. out

INTERMEDIATE

1. band-aid
2. beware
3. broken glass
4. burn
5. caution
6. cautious
7. clinic
8. deep
9. do not touch (handle)
10. entrance
11. escalator
12. fire bell
13. fire escape
14. fireman
15. first-aid
16. gas
17. hospital
18. keep off

SAFETY

ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
Permit free play on the slide. Allow unsupervised play. Make periodic checks for safety compliance.	Slide
Urge the pupils to seek friends among those people they know. Reinforce group play.	
Select projects which require the use of hammer and nails. Give pupils time to practice using the hammer. Stress the danger of letting it slip out of the slot and hurting the hand.	Heavy hammer, small nails
Give the pupils time to practice using a regular screwdriver.	Regular screwdriver, screws
Review the vocabulary used in previous sections. Teach the vocabulary used in this section.	

retardate who is preparing to leave school for employment in the sheltered workshop or home life in the
s now ready to put into practice, for his own and others' safety, safety learnings gained over a period of
ediate learnings should be reviewed and reinforced constantly through the display of safety charts, pos-
strations when advisable.

pil has reached the advanced level, it is hoped that, with constant reminders, he will have gained enough
bits for his own safety and the safety of others. His ability to function safely in all areas will depend upon
received and his ability to interpret and apply safety learnings.

SAFETY VOCABULARY

INTERMEDIATE

1. band-aid
2. beware
3. broken glass
4. burn
5. caution
6. cautious
7. clinic
8. deep
9. do not touch (handle)
10. entrance
11. escalator
12. fire bell
13. fire escape
14. fireman
15. first-aid
16. gas
17. hospital
18. keep off

ADVANCED

1. acid
2. arrow
3. beware of ice
4. breakable
5. bus stop
6. child's address
7. construction
8. cross walk
9. disinfectant
10. do not enter
11. elevator
12. emergency
13. explosives
14. fall out shelter
15. firecracker
16. fire extinguisher
17. firework
18. flammable

SAFETY VOCABULARY

PRIMARY

19. poison
20. rags
21. scissors
22. stop
23. up
24. wait
25. walk

INTERMEDIATE

19. keep out
20. match
21. medicine
22. point
23. police
24. pull
25. push
26. revolving door
27. slippery
28. smoke
29. street
30. telephone

ADVANCED

19. glue
20. gun
21. handle with care
22. harmful
23. high voltage
24. inflammable
25. information
26. insecticides
27. low ceiling
28. men working
29. move to rear
30. no admittance
31. no hunting
32. no left turn
33. no right turn
34. no smoking
35. no trespassing
36. off limits
37. pedestrian crossing
38. pistol
39. prohibited
40. radiation
41. radiator
42. rifle
43. sharp
44. spray
45. spray cans
46. stairs
47. this way out
48. turpentine
49. use other door
50. use other exit
51. warning
52. watch your step
53. wet

SAFETY EDUCATION

REFERENCE FOR MATERIALS AND

Local AAA Club or American Automobile Association, 1712 Street, N.W., Washin
Posters, bulletins and films relating to several phases of traffic safety and t
elementary traffic safety education, pedestrian protection, and driver educa

American National Red Cross
Excellent sets of lesson plans on safety (nine each) for use during the mont

Coronet Films, 65 East South Water Street, Chicago 1, Illinois
Films and filmstrips available for purchase or rental through Coronet Film
Safe Use of Tool, Let's Play Fair, The Water We Drink, Food That Builds
of Things, Zoo Animals of Our Story Books, Fire Exit Drill at Our School.

Encyclopedia Britannica Films, Williamette, Illinois
Films and filmstrips available for purchase or rental through Encyclopedia
ton, Wool, Making Cotton Clothing, Safety in the Home, Home Safety, Ca
Winter.

Instructional Materials Center
State Department of Education-TMR Program P. O. Box 480, Jefferson Cit
Health and safety units, safety units. Units in other areas

National Board of Fire Underwriters 85 John St., New York 38, New York
Tony Learns Fire: a 16 minute, 16 mm film in color or black and white is

National Commision on Safety Education, National Education Association, 1201 S
Bulletins and posters dealing with many different phases of safety educatio
room teachers, and other groups concerned with school programs. Publicat

National Congress of Parents and Teachers, 700 North Rush Street, Chicago, Illin
Child health and safety.

National Fire Protection Association, 60 Batterymarch Street, Boston 10, Massach
Educational leaflets and posters, reference books, standards, codes, technica
fire control.

National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois
Accident Facts (issued annually). Also materials and specialized services co
safety; and **Safety Education** magazine, lesson units, posters, and safety ed
Safety Films.

Portafilms, Orchard Lake Michigan
Let's Be At Home in the Water; 10-mm; 16-mm sound film in black and wh

Office of Education, U. S. Department of Health, Education, and Welfare, Washin
Materials and advisory services relating to safety education, pupil transpo
struction related to safety.

Young America Films, Inc., 18 East 41st Street, New York 17, New York
Kitty Cleans Up; 10-mm; 16mm sound film in black and white; **Adventurin**
and **How Animals Defend Themselves;** a 10-minute; 16 mm sound film in
Young America Films.

SAFETY EDUCATION

REFERENCE FOR MATERIALS AND EQUIPMENT

tomobile Association, 1712 Street, N.W., Washington, D. C.
relating to several phases of traffic safety and traffic safety education, including school safety patrols,
lucation, pedestrian protection, and driver education.

ns on safety (nine each) for use during the months September to May.

er Street, Chicago 1, Illinois
ble for purchase or rental through Coronet Film Rental Libraries.
y **Fair, The Water We Drink, Food That Builds Good Health,** Beginning Responsibility: **Taking Care**
Our Story Books, Fire Exit Drill at Our School.

illiamette, Illinois
ble for purchase or rental through Encyclopedia Britannica Films, **Play Safely, Vacation Safety, Cot-**
Clothing, Safety in the Home, Home Safety, Care of Pets, Common Animals of the Woods, Animals in

tion-TMR Program P. O. Box 480, Jefferson City, Missouri
fety units. Units in other areas

ers 85 John St., New York 38, New York
nute, 16 mm film in color or black and white is available through purchases from their Film Library.

lucation, National Education Association, 1201 Sixteenth Street, N. W. Washington 6, D. C.
g with many different phases of safety education at all grade levels, for school administrators, class-
roups concerned with school programs. Publications list will be sent free upon request.

Teachers, 700 North Rush Street, Chicago, Illinois 60611

on, 60 Batterymarch Street, Boston 10, Massachusetts
sters, reference books, standards, codes, technical reports, and other publications on many phases of

n Michigan Avenue, Chicago 11, Illinois
ually). Also materials and specialized services concerning home, school, traffic, occupational and farm
n magazine, lesson units, posters, and safety education data sheets. Publishes National Directory of

n
ater; 10-mm; 16-mm sound film in black and white or color available through Portafilms.

nent of Health, Education, and Welfare, Washington 25, D. C.
vices relating to safety education, pupil transportation, fire safety, and various aspects of school con-

st 41st Street, New York 17, New York
mm sound film in black and white; **Adventuring Pups**; an 8-mm; 16mm sound film in black and white;
Themselves; a 10-minute; 16 mm sound film in black and white are available for purchase through

Filmstrips and Video Tapes
    State Department of Education of Missouri
Film Strips
    I'm No Fool In Water
    I'm No Fool With Fire
    I'm No Fool With Bicycle
    I'm No Fool Having Fun
    I'm No Fool as a Pedestrian
    How to Have an Accident In the Home
    Safe and Sound at School
    Safe and Sound Along the Way
    Bike Behavior
    School Bus Safety
    Clothing—Safety—Safety Everyday
    The Policeman
    The Fireman
    The Safe Way to School
    54 Words #1 #2 #3 #5

VIDEO TAPES

T.V. Video Tapes, State Schools for Retarded Children, State Department of
    Safety Lady "Safety on the Playground"
    Safety Lady "Safety on the Bus"
    The Policeman "Introduction to the Policeman"
    The Fireman "Introduction to the Fireman"
    Neat Guy "Good Grooming"
    Neat Girl "Good Grooming"

SAFETY SONGS FOR CHILDREN

Pitts, Lilla Belle, Glenn, Mabelle, Watters, Lorraine E., and Wersen, Louis G.,
York

(1) I'm a Traffic Cop	p. 64
(2) The Policeman	p. 64
(3) The Fireman	p. 65
(4) In a Bus We Come	p. 134
(5) Watch the Lights	p. 136
(6) Stop, Look, and Listen	p. 136
(7) Who Will Ride the Bus	p. 136

Hunt, Evelyn, **Music Time,** The Viking Press, New York, New York

(1) The Telephone	p. 16
(2) Traffic Lights	p. 20

Caesar, Irving, **Sing a Song of Safety,** New York City, New York

SAFETY RECORDS

"Out of Doors" Young People's Records
"Sing A Song of Safety" Record Series, McGraw Hill
"Stop — Go" Columbia Records
"Telephone Song" Columbia Records
"Songs of Safety" Decca Records

SAFETY EDUCATION

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Everyday

ls for Retarded Children, State Department of Education, Jefferson City, Missouri
the Playground"
the Bus"
ction to the Policeman"
ion to the Fireman"
ing"
ng"
DREN
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Safety, New York City, New York

Records
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SAFETY EDUCATION

Safety Records (continued)

"Here Comes the Fire Engine" Peter Pan Records
"Safety First" Walt Disney
"Stop, Look, and Listen" Walt Disney
"Little Fireman" Young Peoples's Records

SELECTED STORIES FOR CHILDRE

(P) — Primary Level, (I) — Intermediate Level
"Andy, and the School Bus" (P), J. Beim (Morrow)
"Big Fire" (P), Sally Scott (Harcourt)
"Country Fireman" (P), J. Beim (Morrow)
"Fireman for a Day" (I), Z. K. McDonald (Messner)
"Hercules, Story of an Old Fashioned Fire Engine" (P), Harold Gramatsky (Putman)
"Johnnie Wants to Be a Policeman" (I), W. J. Granberg (Aladdin)
"My Daddy Is a Policeman" (P), Golden Book, (Simon and Schuster)
"Pat and Her Policeman" (I), F. Freidman (Morrow)
"Rags, the Firehouse Dog" (P), E. Morton (Winston)
"Red Light, Green Light" (P), Margaret Wise Brown (Doubleday)
"Safety Can Be Fun" (P), Munro Leaf (Lippencott)
"Stop-Look-Listen" (P), Golden Book (Simon and Schuster)
"The Firefighter" (I), H. B. Lent, Jay Barnum (Morrow)
"The New Fire Engine" (P), Jay Barnum (Morrow)
"Otto The Auto Stories" (P), American Red Cross Association

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Fire Prevention and Safety — A Manual for Elementary Schools, The Hartford Insur
Floreno, A.E. and Stafford, G.T., **Safety Education,** McGraw Hill Book Company, Inc., N
Hamilton, Lucy, **Basic Lessons for Retarded Children,** Book Two: The John Day Compa
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gine" Peter Pan Records
y
Walt Disney
Peoples's Records

SELECTED STORIES FOR CHILDREN

) — Intermediate Level
is" (P), J. Beim (Morrow)
t (Harcourt)
J. Beim (Morrow)
Z. K. McDonald (Messner)
d Fashioned Fire Engine" (P), Harold Gramatsky (Putman)
Policeman" (I), W. J. Granberg (Aladdin)
" (P), Golden Book, (Simon and Schuster)
' (I), F. Freidman (Morrow)
" (P), E. Morton (Winston)
' (P), Margaret Wise Brown (Doubleday)
, Munro Leaf (Lippencott)
Golden Book (Simon and Schuster)
B. Lent, Jay Barnum (Morrow)
P), Jay Barnum (Morrow)
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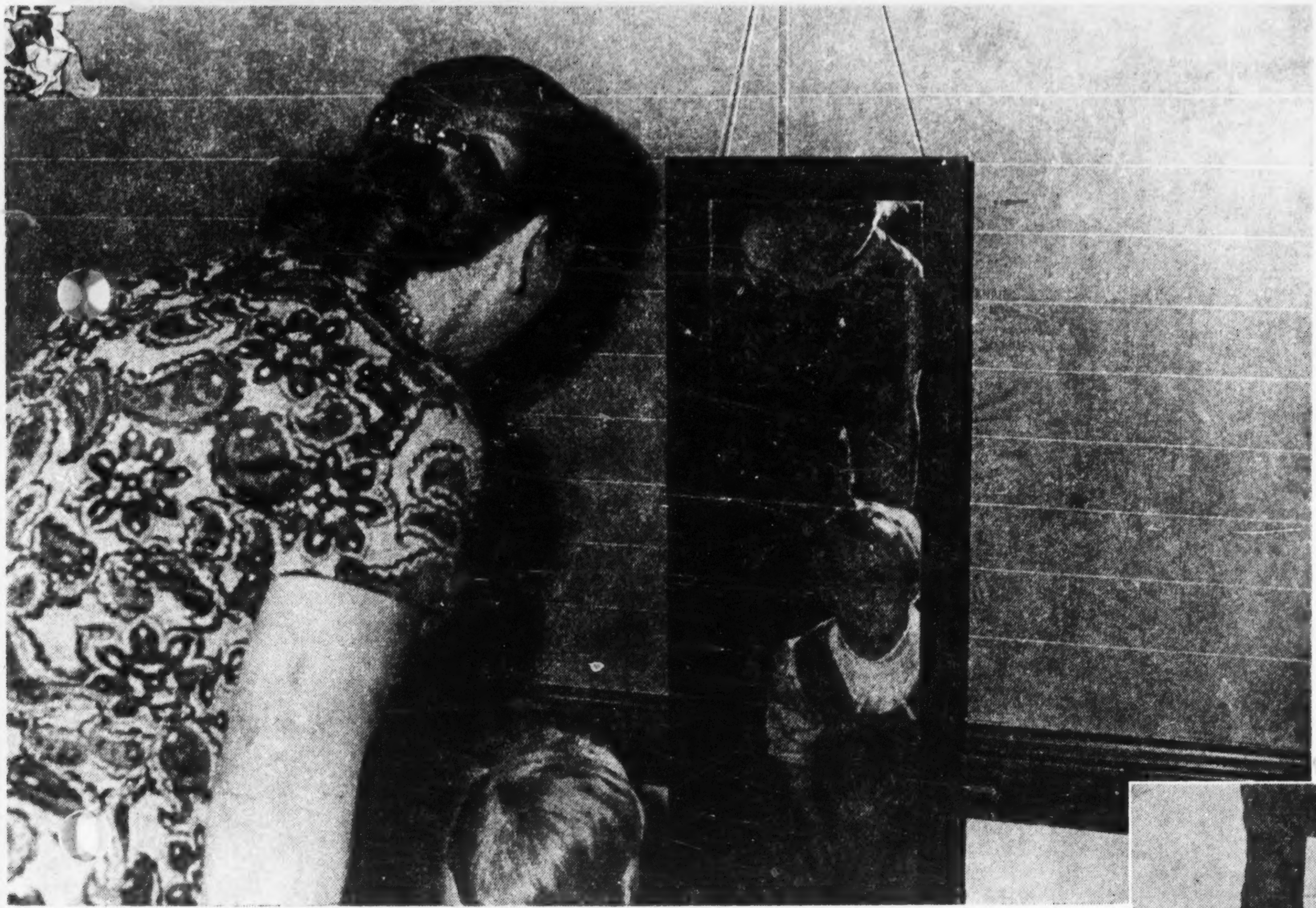

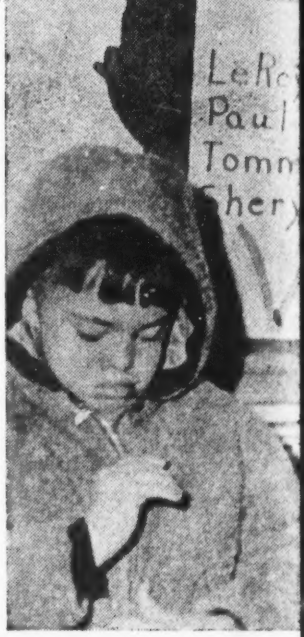

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AREA V SELF CARE AND PERSONAL HEALTH

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MEMBERS:	June Flint	Columbia
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V

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We
LeRoy
Paul
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Robin
V

SELF CARE AND PERSONAL HEAL

GROWTH AND DEVELOPMENT

INTRODUCTION

Today the trend in care for trainable mentally retarded children is toward habili
alization and isolation or segregation. Thus it has become increasingly important fo
retarded pupils behave properly in society and attain the highest possible degree of

Some trainable retarded children never learn to care for their personal needs co
to offer in its curriculum as much material on self care and personal health as its trai
completely independent in caring for his personal needs, he should be guided in any an

All schools should endeavor to help the pupils develop good health habits and

1. Developing the greatest possible understanding of procedures.
2. Providing regular and adequately supervised practice sessions.

Factors other than the educational program material presented at school will in
ment and parental attitudes will already have preceded school influence. The physica
pupil will also influence his accomplishments.

Because increasing information on growth and development is being presente
merly the case, and because the subject receives more open and frank discussion than
traded pupils should inform their classes properly, too. This is necessary so that train
extent of their ability. They should become properly informed through cooperative ef
from other sources, or, perhaps not informed at all. Parental fears about how to help
as education of trainable pupils highly desirable.

Information on personal health, self care, end growth and development are a vit

INFORMATION FOR TEACHERS

Some procedures concerned with personal health do not involve learning expe
teachers. As a help to teachers in certain specific situations, the following measures c

Administration of medicine at school. Medicine which must be administered during sc
is no school nurse. Medicine should be given only upon the written order of a physici
pil's folder or school record. The medicine should be kept in a locked cabinet.

Immunizations. The teacher should ask each family to have a physician complete a phy
year. All immunizations given should be listed. Note **Prevention and Control of Comm**
istrators, Nurses, and Teachers — published by the Missouri Division of Health. Prese
protection from communicable diseases. Pupils already handicapped by mental reta
should be considered for the same opportunities of protection from communicable dis

Emergency Treatment. In case of accident or injury to a pupil during school hours, t
until the pupil can be taken home or to a physician. The teacher should not attempt t
cian. Teachers should not apply medication as a school service. Such services come w

Seizures. Should a pupil have a seizure at school, the school nurse should be called i
er may find the following information helpful in handling the situation. Protect the p
while unconscious. Have him lie on the floor, thus avoiding injury which could resu
enough to prevent injury. Not all pupils who have seizures bite their tongues. Howev

SELF CARE AND PERSONAL HEALTH
GROWTH AND DEVELOPMENT
INTRODUCTION

re for trainable mentally retarded children is toward habilitation and home living and away from institution-
gregation. Thus it has become increasingly important for schools to do everything possible to help these
erly in society and attain the highest possible degree of independence.

ed children never learn to care for their personal needs completely. However, it is important for each school
much material on self care and personal health as its trainable pupils can master. If a pupil cannot become
ring for his personal needs, he should be guided in any amount of improvement he can make.

leavor to help the pupils develop good health habits and practices of self care by:

he greatest possible understanding of procedures.
gular and adequately supervised practice sessions.

educational program material presented at school will influence each pupil's development. Home environ-
will already have preceded school influence. The physical condition, intelligence, and maturation of each
accomplishments.

formation on growth and development is being presented to normal children at earlier ages than was for-
the subject receives more open and frank discussion than at any previous period, teachers of trainable re-
their classes properly, too. This is necessary so that trainable children will learn to adjust in society to the
should become properly informed through cooperative efforts of home and school rather than ill-informed
ps not informed at all. Parental fears about how to help the children may make parent education as well
ils highly desirable.

al health, self care, end growth and development are a vital part of the school instruction for retarded pupils.

INFORMATION FOR TEACHERS

erned with personal health do not involve learning experiences for the children so much as they do for the
rs in certain specific situations, the following measures concerned with health have been included:

t school. Medicine which must be administered during school hours should be given by the teacher if there
should be given only upon the written order of a physician. The written order should be placed in the pu-
The medicine should be kept in a locked cabinet.

should ask each family to have a physician complete a physical examination blank for each pupil each school
n should be listed. Note **Prevention and Control of Communicable Diseases** — A Guide for School Admin-
ers — published by the Missouri Division of Health. Present day preventative medicine can now afford much
le diseases. Pupils already handicapped by mental retardation (many of them with other handicaps, too)
same opportunities of protection from communicable diseases as are prescribed for their normal peers.

se of accident or injury to a pupil during school hours, the school should offer assistance only of first aid
home or to a physician. The teacher should not attempt to treat a pupil. This is the prerogative of a physi-
ply medication as a school service. Such services come within the realm of other professions.

e a seizure at school, the school nurse should be called immediately. If there is no school nurse, the teach-
formation helpful in handling the situation. Protect the pupil from harm which he could bring to himself
n lie on the floor, thus avoiding injury which could result from falling. Hold head and appendages still
ot all pupils who have seizures bite their tongues. However, if the teacher or person attending a pupil who

INFORMATION FOR TEACHERS (Continu

is having a seizure can insert something soft between the teeth of the pupil, it may prev
should be soft, so that it cannot cause damage to the teeth. Following a seizure, keep the
call for him and make necessary medical arrangements. If a pupil has a seizure at school, a
to a different location, so that they are not an audience for the occurence.

Toilet training. One prerequisite for admission to this program is that the pupils be toilet t
trial visits of children to school, as their parents make application, to extend the length o
pil to the bathroom will be necessary. The teacher should show the child the bathroom faci
should wait to see whether or not the trip is successful. Although toilet training is require
of primary groups may find it especially helpful to follow a rigid routine where frequent tri
ually be the means of keeping some pupils in school.

Adequate nourishment. The school should feel its share of responsibility in seeing that each
ing school hours. Determine that each pupil has a desirable lunch. Provide additional n
longer bus rides or more time involved in transportation than others. They may actually

Examinations, screening tests, etc. In so far as our schools can assist their pupils in beco
sponsibility of the teacher-in-charge to direct appropriate activities by cooperating with l
school examinations, screening tests, or immunizations which may be offered to the group
ents of what is to be done. The school should procure all necessary signed permissions. Th
coming procedure to provide maximum cooperation, allay unnecessary fears, and instill a
preventive measures and necessary paliative and curative measures.

SELF CARE AND PERSONAL HEALT

GENERAL AIMS

1. To emphasize the importance of self help and good health habits.
2. To give daily practical experience in phases of toileting, dressing,
3. To develop knowledge of proper nutrition.
4. To develop habitually good health practices.
5. To promote socially acceptable behavior at all times.

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Learning Toilet Routines	
Providing instruction and experience in learning toilet routines, such as;	
Handling clothing	Remind the pupil to go to the bathroom according to ific needs. Supervise the pupil in the bathroom and give him in as needed. Remind the pupil to keep his pants up until he is in room.

INFORMATION FOR TEACHERS (Continued)

nething soft between the teeth of the pupil, it may prevent biting of the tongue. Whatever is inserted ause damage to the teeth. Following a seizure, keep the pupil quiet. Notify his family, so that they can nedical arrangements. If a pupil has a seizure at school, and it is easy to do so, have other pupils moved y are not an audience for the occurence.

or admission to this program is that the pupils be toilet trained. The teacher may find it helpful during s their parents make application, to extend the length of the visit so that a trip by the prospective pu- ry. The teacher should show the child the bathroom facilities and ask him if he needs to go. Then she the trip is successful. Although toilet training is required for admission to the program, the teachers cially helpful to follow a rigid routine where frequent trips to the bathroom are required. This may act- ne pupils in school.

l should feel its share of responsibility in seeing that each pupil is adequately nourished, especially dur- each pupil has a desirable lunch. Provide additional nourishment as indicated. Some pupils have olved in transportation than others. They may actually be hungry on arrival at school.

. In so far as our schools can assist their pupils in becoming healthier individuals, it should be the re- ge to direct appropriate activities by cooperating with local or area health personnel in planning any sts, or immunizations which may be offered to the group. The school should adequately inform the par- hool should procure all necessary signed permissions. The school should prepare the pupils for the forth- imum cooperation, allay unnecessary fears, and instill an interest in good health through respect for y paliative and curative measures.

SELF CARE AND PERSONAL HEALTH

GENERAL AIMS

ize the importance of self help and good health habits.
ily practical experience in phases of toileting, dressing, eating, and grooming.
knowledge of proper nutrition.
habitually good health practices.
e socially acceptable behavior at all times.

PRIMARY

	PROCEDURES	MATERIALS & EQUIPMENT
utines		
	Remind the pupil to go to the bathroom according to his specific needs. Supervise the pupil in the bathroom and give him instructions as needed. Remind the pupil to keep his pants up until he is in the bathroom.	Flimstrip No. 6 Frames 2, 3, and 4 State Department of Education — Training Program

SELF CARE AND PERSONAL HEALTH

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Learning Toilet Routines (continued)	
	For beginner's toileting, emphasize that the following pr dures must be followed: Boys — unzip fly, unbuckle belt, snap pants, lower clothing as necessary; Girls — raise d lower panties. Emphasize that on each trip, before leavin bathroom, the boys should rezip, resnap, buckle, replace s tail, and check for proper arrangement of clothing and tha girls should pull up panties and straighten the slip and d
Using proper bathroom procedures	Emphasize that on each trip the following procedures mus followed: Close the door. Boys should raise the toilet seat to urinate or use urinal perly. Both sexes should sit correctly on the seat when necessa Both sexes should clean themselves properly. Flush toilet.
Washing and drying hands	Give the pupil the following instructions: Turn on the fa and regulate the flow of water. Distribute the soap well o hands. Replace the bar of soap. Scrub thoroughly. Rinse roughly. Turn off the faucet. Use one towel to dry h Use hand cream to avoid chapping.
Using public facilities	Stress that consideration for others includes leaving restr clean. This involves flushing toilets and leaving them cl Give practice at school for the use of public facilities. Ins the girls how to use toilet paper to cover the seat before usi Stress that one pupil only is to use a facility (stall or com ment) at a time. Teach both boys and girls to be aware of the ways bath doors are marked so that boys go to the doors marked "B or "Men" and girls go to the doors marked "Girls" or "La
LEARNINGS: Learning Dressing and Undressing Routines	
Providing instruction and experience in learning to dress and undress, such as;	

SELF CARE AND PERSONAL HEALTH

PRIMARY

PROCEDURES

MATERIALS & EQUIPMENT

ilet Routines (continued)

For beginner's toileting, emphasize that the following procedures must be followed: Boys — unzip fly, unbuckle belt, unsnap pants, lower clothing as necessary; Girls — raise dress, lower panties. Emphasize that on each trip, before leaving the bathroom, the boys should rezip, resnap, buckle, replace shirt tail, and check for proper arrangement of clothing and that the girls should pull up panties and straighten the slip and dress.

Emphasize that on each trip the following procedures must be followed:
Close the door.
Boys should raise the toilet seat to urinate or use urinal properly.
Both sexes should sit correctly on the seat when necessary.
Both sexes should clean themselves properly.
Flush toilet.

Give the pupil the following instructions: Turn on the faucet and regulate the flow of water. Distribute the soap well on the hands. Replace the bar of soap. Scrub thoroughly. Rinse thoroughly. Turn off the faucet. Use one towel to dry hands. Use hand cream to avoid chapping.

Soap, terry/paper towels, hand lotion.
Filmstrip No. 1 — Frame 1
State Department of Education, Schools for Retarded Children
T.V. Video Tape "Happy and Mappy" State Department of Education of Missouri

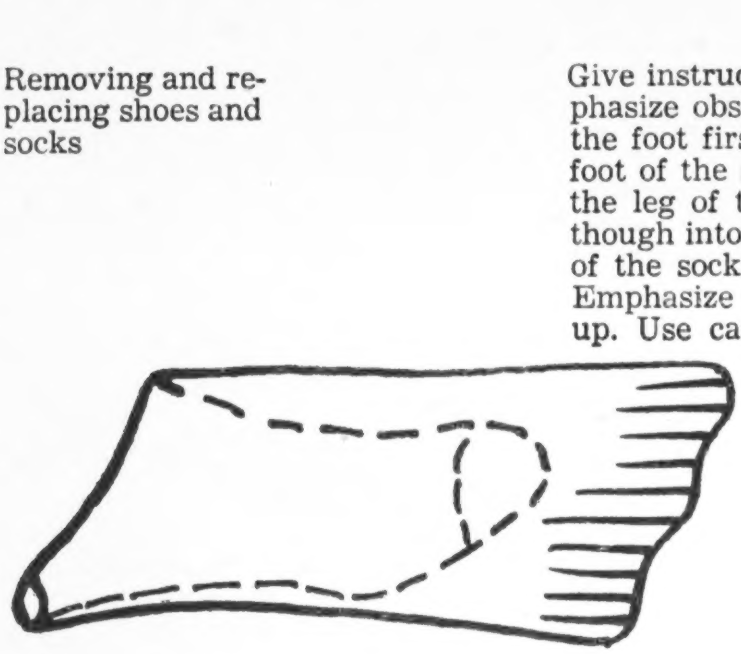
Stress that consideration for others includes leaving restrooms clean. This involves flushing toilets and leaving them clean.
Give practice at school for the use of public facilities. Instruct the girls how to use toilet paper to cover the seat before using it.
Stress that one pupil only is to use a facility (stall or compartment) at a time.
Teach both boys and girls to be aware of the ways bathroom doors are marked so that boys go to the doors marked "Boys" or "Men" and girls go to the doors marked "Girls" or "Ladies"

essing and Undressing Routines

SELF CARE AND PERSONAL HEALTH
PRIMARY

LEARNINGS: Learning Dressing and Undressing Routines (continued)

ACTIVITIES	PROCEDURES
Manipulating fasteners and closures of clothing	Provide a variety of opportunities for beginners to p these skills regularly. Be consistent. Devise action son games to stress motion and position.
Removing and replacing shoes and socks	Give instruction and practice in the following procedure phasize observing where the heel goes, pulling the soc the foot first. For socks: Turn the sock inside out. Inv foot of the sock so that it is right side out but encased the leg of the sock. Run the foot into the toe of the s though into a slipper. Use both hands to grasp the opposi of the sock and pull it up to the proper position. For Emphasize putting shoes on the correct feet. Pull the up. Use care in order to avoid breaking down the c



ACTIVITIES	PROCEDURES
Lacing and tying shoes	Give instruction and practice in the following procedures: shoes: Tie a single overhand knot as is usually used i laces. Make two loops with the ends of the laces on the side knots. Tie a single overhand knot using the loops as the end laces in instruction one.
Removing and replacing outerwear during cold months	Provide hangers and hooks in a place designated for t of wraps. Teach the pupils how to put on wraps, how to remove how to place them on hangers, and how to hang the han hooks. Supervise the procedures during each arrival a parture time.

SELF CARE AND PERSONAL HEALTH

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
g and Undressing Routines (continued)	
Provide a variety of opportunities for beginners to practice these skills regularly. Be consistent. Devise action songs and games to stress motion and position.	Pupil's own clothing, plyboard with belt ends, mannequin with supply of clothing, swatches of material with buttons, snaps, hooks, eyes, zippers, etc.
Give instruction and practice in the following procedures: Emphasize observing where the heel goes, pulling the sock on to the foot first. For socks: Turn the sock inside out. Invert the foot of the sock so that it is right side out but encased within the leg of the sock. Run the foot into the toe of the sock as though into a slipper. Use both hands to grasp the opposite side of the sock and pull it up to the proper position. For shoes: Emphasize putting shoes on the correct feet. Pull the tongue up. Use care in order to avoid breaking down the counter. 	
Give instruction and practice in the following procedures: Tying shoes: Tie a single overhand knot as is usually used in tying laces. Make two loops with the ends of the laces on the side of the knots. Tie a single overhand knot using the loops as the end of the laces in instruction one.	Use children's own shoes, spare (unmated shoes are often available at local stores at no cost), dummy shoes, lace and tie boards. For practice, contrasting colored shoe laces may be cut in half and opposite colors sewed together.
Provide hangers and hooks in a place designated for the care of wraps. Teach the pupils how to put on wraps, how to remove them, how to place them on hangers, and how to hang the hangers on hooks. Supervise the procedures during each arrival and departure time.	

SELF CARE AND PERSONAL HEAL

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Learning Routines of Good Eating Habits	
Providing instruction and experience in learning routines of developing good eating habits, as,	
Using a spoon and fork	Give instruction and practice in using a spoon and the three finger position for holding the spoon a Discuss and stress the kinds of foods properly eate Stress sitting upright and lifting the food to the school lunch periods as learning periods. Use develop further practice of these skills.
Using a knife	Teach a beginner to spread butter or peanut bu him to do so for the whole group before lunch or a Rotate this task to include all pupils who need pr
Eating finger foods	Discuss the types of foods that may be eaten with Use meal times and snack times to give opportuni management of finger foods.
Using a napkin	Instruct the pupils on the use of the napkin. Inclu struction unfolding it, placement on the lap, and the table when the meal is over. Use meal time an to give practice in wiping hands and mouth afte drinking.
Drinking from glass, cup, carton, or bottle,	Arrange a field trip to a local grocery store or lu Permit the pupils to purchase, uncap, and drink a Teach drinking without spilling or gulping. Emp nating drinking and eating solid food, rather than of the beverages at one time.
Eating lunch at school or with the school group, using good table manners	Emphasize eating the main dish and vegetables last, and milk with the meal. Stress taking time ing too fast. Instruct pupils to eat with lips closed necessary noise. Stress not filling mouth too full. lunch room to practice. Arrange to eat in a cafe or cafeteria.
LEARNINGS: Learning Good Grooming	
Providing instruction and experience in learning routines of developing habits of good grooming, such as,	

SELF CARE AND PERSONAL HEALTH

PRIMARY

utines of Good Eating Habits

PROCEDURES	MATERIALS & EQUIPMENT
Give instruction and practice in using a spoon and a fork. Stress the three finger position for holding the spoon and the fork. Discuss and stress the kinds of foods properly eaten with each. Stress sitting upright and lifting the food to the mouth. Use school lunch periods as learning periods. Use playacting to develop further practice of these skills.	
Teach a beginner to spread butter or peanut butter. Permit him to do so for the whole group before lunch or at snack time. Rotate this task to include all pupils who need practice.	
Discuss the types of foods that may be eaten with the fingers. Use meal times and snack times to give opportunities for neat management of finger foods.	Celery sticks, carrot sticks, potato chips, etc.
Instruct the pupils on the use of the napkin. Include in the instruction unfolding it, placement on the lap, and placement on the table when the meal is over. Use meal time and snack time to give practice in wiping hands and mouth after eating and drinking.	Paper napkins and child size tea equipment.
Arrange a field trip to a local grocery store or lunch counter. Permit the pupils to purchase, uncap, and drink a bottle of pop. Teach drinking without spilling or gulping. Emphasize alternating drinking and eating solid food, rather than drinking all of the beverages at one time.	Standard glasses, cups, milk cartons, bottles, straws, etc.
Emphasize eating the main dish and vegetables first, dessert last, and milk with the meal. Stress taking time and not eating too fast. Instruct pupils to eat with lips closed to avoid unnecessary noise. Stress not filling mouth too full. Use a school lunch room to practice. Arrange to eat in a cafe, restaurant, or cafeteria.	

od Grooming

SELF CARE AND PERSONAL HEALTH

PRIMARY

LEARNINGS: Learning Good Grooming (continued)

ACTIVITIES	PROCEDURES
Washing hands and face	Provide materials for washing the hands and face. Instruc pupils in the use of these materials. Stress the importan cleaniness. Use the periods before lunch and after outdoor for experience periods. Arrange other periods as needed.
Washing neck and ears	Provide a mirror so that the pupil can see himself and r nize when he has a dirty face. Instruct the girls to lift hair with one hand and wash the neck with the other h Instruct pupils to use the little finger or index finger co with a terry washcloth to wash the ears.
Brushing and combing hair	Teach the pupils how to recognize and utilize his image i mirror. Provide a mirror and encourage the pupil to ob mirror image. Emphasize: Recognizing his own comb and brush and only his own. Holding the comb and brush properly. Drawing a straight part. Using spare hand to help position the hair. Smoothing all of the hair to the proper position. Recognizing neat hair and the need for hair cuts.
Bathing	When a tub is available, instruct the primary pupil on h wash all parts of his body. At the same time, show the how to shampoo their hair, too.
Using facial tissue or handkerchief	If the pupil has not mastered the skill of blowing his assist the pupil in learning the motor sensation by man pressing his lips together while directing him to blow.
Caring for nails.	Emphasize the importance of caring for the nails. Teac routine in doing so. Arrange for practice periods in scru nails with a nail brush, soap, and water.
Brushing teeth	Schedule daily practice periods in brushing the teeth. emphasis on the following: recognizing own toothbrush, n ening the brush, squeezing a small amount of paste o brush, brushing all sides of the teeth with a proper u down motion, rinsing the brush, rinsing the mouth, rep the brush, turning the water off, recapping the toothpast replacing the toothpaste for storage.
Caring for shoes	Instruct and demonstrate how to clean mud from shoes. the pupils how to use the shoe scraper before entering s

SELF CARE AND PERSONAL HEALTH

PRIMARY

oming (continued)

PROCEDURES	MATERIALS & EQUIPMENT
Provide materials for washing the hands and face. Instruct the pupils in the use of these materials. Stress the importance of cleaniness. Use the periods before lunch and after outdoor play for experience periods. Arrange other periods as needed.	Mirror, soap, washcloth, terry or paper towels
Provide a mirror so that the pupil can see himself and recognize when he has a dirty face. Instruct the girls to lift long hair with one hand and wash the neck with the other hand. Instruct pupils to use the little finger or index finger covered with a terry washcloth to wash the ears.	
Teach the pupils how to recognize and utilize his image in the mirror. Provide a mirror and encourage the pupil to observe mirror image. Emphasize: Recognizing his own comb and brush and using only his own. Holding the comb and brush properly. Drawing a straight part. Using spare hand to help position the hair. Smoothing all of the hair to the proper position. Recognizing neat hair and the need for hair cuts.	A good grooming box containing brush, comb, nail file, nail brush, cleansing tissue, and hand lotion. Individual kits of this type are often encouraging to the pupils.
When a tub is available, instruct the primary pupil on how to wash all parts of his body. At the same time, show the boys how to shampoo their hair, too.	Soap, wash cloth, terry towel, bubble bath (Optional)
If the pupil has not mastered the skill of blowing his nose, assist the pupil in learning the motor sensation by manually pressing his lips together while directing him to blow.	Facial tissue
Emphasize the importance of caring for the nails. Teach the routine in doing so. Arrange for practice periods in scrubbing nails with a nail brush, soap, and water.	Nail brush, water, liquid soap in bowl, and towel
Schedule daily practice periods in brushing the teeth. Place emphasis on the following: recognizing own toothbrush, moistening the brush, squeezing a small amount of paste on the brush, brushing all sides of the teeth with a proper up and down motion, rinsing the brush, rinsing the mouth, replacing the brush, turning the water off, recapping the toothpaste and replacing the toothpaste for storage.	Toothpaste and toothbrush for each child. T.V. Video tape "Talking Teeth" State Department of Education
Instruct and demonstrate how to clean mud from shoes. Show the pupils how to use the shoe scraper before entering school.	Paper towels or rags, brush, and old table knife.

SELF CARE AND PERSONAL HEALTH

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Learning to Differentiate between Edible Foods and Nonedible Materials	
Providing instruction and experience with foods of various types, as,	
Listing things that can be eaten and things that should not be eaten	Make a scrap book showing edible foods and unedibe m List the things that can be eaten and those that shoul eaten. Emphasize the danger in eating nonedible m
Eating different foods	Discuss the foods served at the school lunch. Insist t pupil eat a bite or two of every food on his plate. Pro portunities for pupils to eat foods which they do not o have.
Washing and preparing foods	Instruct the pupils in the method of cleaning raw vege fresh fruits. Assign pupils to clean raw vegetables or fre for lunch or snack time. Rotate the assignments so t pupil will have a chance.

GROWTH AND DEVELOPMENT

GENERAL AIMS

1. To develop a positive self-image.
2. To provide parent education and counseling to accompany the ma velopment, so that home and school can work together hamonious pupil.
3. To develop knowledge of the structure of the human body.
4. To develope some knowledge of body functions and processes.
5. To develop a wholesome and respectful attitude toward growth an

LEARNINGS: Learning Interpersonal Relationships	
Providing instruction in the development of understanding relationships between members of the family and other members of society, as,	
Identifying members of pupil's own family	Discuss the composition of each pupil's family. Ask ea to call each family member by name. Discuss the wor ivities of the members of each family.
Identifying differences between boys and girls	Discuss differences in clothing. Discuss differences in a Introduce masculine and feminine roles.

SELF CARE AND PERSONAL HEALTH

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
ntiate between Edible Foods and Nonedible Materials	
Make a scrap book showing edible foods and unedibe materials. List the things that can be eaten and those that should not be eaten. Emphasize the danger in eating nonedible materials.	Food cards from the Peabody Kit, Level I, survival words, etc.
Discuss the foods served at the school lunch. Insist that each pupil eat a bite or two of every food on his plate. Provide opportunities for pupils to eat foods which they do not ordinarily have.	
Instruct the pupils in the method of cleaning raw vegetables or fresh fruits. Assign pupils to clean raw vegetables or fresh fruits for lunch or snack time. Rotate the assignments so that each pupil will have a chance.	Vegetables and/or fruits

GROWTH AND DEVELOPMENT

GENERAL AIMS

a positive self-image.
parent education and counseling to accompany the material on growth and de-
so that home and school can work together hamoniously for the benefit of the

knowledge of the structure of the human body.
some knowledge of body functions and processes.
a wholesome and respectful attitude toward growth and development.

onal Relationships

Discuss the composition of each pupil's family. Ask each pupil to call each family member by name. Discuss the work or activities of the members of each family.	"I Wonder, I Wonder." Book, film strip, and record about a new baby being born into the family. Flannel board set, **Members of the Family**
Discuss differences in clothing. Discuss differences in activities. Introduce masculine and feminine roles.	Peabody Kit, Level I, pictures, dolls, puzzles, puppets, incomplete pictures, etc.

GROWTH AND DEVELOPMEN

PRIMARY

ACTIVITIES | **PROCEDURES**

LEARNINGS: Learning Interpersonal Relationships (continued)

Identifying parts of the body

Teach appropriate vocabulary for names of bod

arms	fingers	head	neck
back	feet	knees	nose
ears	hair	legs	shoulc
eyes	hands	mouth	toes

Ask the pupils to point to the part of the body
called.

Sleeping and/or resting

Guide the pupils into having proper rest at sc
pupils help in learning to sit quietly. Show t
relaxation can be obtained by putting the heac
desk for a brief period. Teach the pupils the prc
paring for sleep at night, bathing, brushing te
ing clean pajamas.

GROWTH AND DEVELOPMENT

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
erpersonal Relationships (continued)	
Teach appropriate vocabulary for names of body parts. arms back ears eyes fingers feet hair hands head knees legs mouth neck nose shoulders toes Ask the pupils to point to the part of the body as the name is called.	Games such as "Simon Says" Educational Rhythmics Concept Record, Volume 1
Guide the pupils into having proper rest at school. Give the pupils help in learning to sit quietly. Show the pupils that relaxation can be obtained by putting the head down on the desk for a brief period. Teach the pupils the procedures in preparing for sleep at night, bathing, brushing teeth, and wearing clean pajamas.	Pupil's own desk and chair

SELF CARE AND PERSONAL HEAL

INTERMEDIATE

LEARNINGS: Learning Toilet Routines

ACTIVITIES	PROCEDURES
Using good toilet procedures with only occasional inspection necessary	Check to see that the pupils in the intermediate mastered and are using the basic skills taught at level and that they have established a predictabl tern. However, give further instruction, if indicate

LEARNINGS: Learning Dressing Routines

ACTIVITIES	PROCEDURES
Providing instruction and experience at a higher level in learning routines of dressing, as,	
Manipulating fasteners and closures of clothing	Provide spare clothing with difficult fastenings a regular practice periods. Teach cuff buttoning at f ing the pupil stand against a wall so that his a sleeve against the wall surface in an easy to rea Advise him to look in a mirror while buttoning co
Tying scarves	Instruct the pupils to tie scarves in a double knot anchor the scarf firmly on the head. Provide prac by permitting two pupils to use each other as mo
Tying aprons	When a pupil has mastered the technique of tying him to transfer this learning to tying bows on apr
Lacing and tying shoes	Demonstrate lacing by using ribbons of contras Give the following instructions: Remember that the lace on the right side should a leader. Thread the same tip through both bottom put tips together and pull to even lengths. Thre string across, then lay it down. Pick up the lowe thread it across. Thread the string across, then etc. When lacing is finished, tie a knot. If tying been mastered on the primary level, teach the outlined in the primary section.
Dressing on own initiative with minimum of help	Discuss opposite concepts, as, up and down, rig wrong side, front and back. Demonstrate using for the right foot and for the left foot. Provide pupils to practice.

LEARNINGS: Learning Good Habits of Eating

ACTIVITIES	PROCEDURES
Learning good habits of eating, as:	

SELF CARE AND PERSONAL HEALTH

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
ilet Routines	
Check to see that the pupils in the intermediate group have mastered and are using the basic skills taught at the primary level and that they have established a predictable habit pattern. However, give further instruction, if indicated.	
essing Routines	
Provide spare clothing with difficult fastenings and arrange regular practice periods. Teach cuff buttoning at first by having the pupil stand against a wall so that his arm pins his sleeve against the wall surface in an easy to reach position. Advise him to look in a mirror while buttoning collar buttons.	Spare clothing, mirror
Instruct the pupils to tie scarves in a double knot in order to anchor the scarf firmly on the head. Provide practice periods by permitting two pupils to use each other as models.	Scarves
When a pupil has mastered the technique of tying a bow, teach him to transfer this learning to tying bows on aprons.	Apron
Demonstrate lacing by using ribbons of contrasting colors. Give the following instructions: Remember that the lace on the right side should always be the leader. Thread the same tip through both bottom holes, then put tips together and pull to even lengths. Thread the right string across, then lay it down. Pick up the lower string and thread it across. Thread the string across, then lay it down, etc. When lacing is finished, tie a knot. If tying skill has not been mastered on the primary level, teach the procedure as outlined in the primary section.	Tie board, pupil's own shoes, spare shoes.
Discuss opposite concepts, as, up and down, right side and wrong side, front and back. Demonstrate using correct shoe for the right foot and for the left foot. Provide a period for pupils to practice.	Filmstrip No. 1 - Frame 1 State Department of Education Training Program
od Habits of Eating	

SELF CARE AND PERSONAL HEALTH

INTERMEDIATE

LEARNINGS: Learning Good Habits of Eating (continued)

ACTIVITIES	PROCEDURES
Using a knife	Instruct the pupils in the use of the knife, how it is h to cut, and the types of food that require cutting. practice periods in which the knife and fork are us sure that both utensils are held properly. Use sch periods for observation and further instruction, if needed.
Practicing acceptable table manners	Stress the development of sufficient table decorum fo pil to avoid unfavorable notice in a public eating Arrange field trips to public eating facilities in ord good table manners. Choose a "host" or "hostess" to lead in beginning the meal, passing food, etc. Enli cooperation.
Using the table napkin	Instruct the pupils to take the napkin from the tab it and spread it across the lap and, during the meal lips after drinking and eating.

LEARNINGS: Learning Good Grooming.

ACTIVITIES	PROCEDURES
Providing instruction and experience in learning routines of developing habits of good grooming, as,	
Bathing	Schedule "self care" days on which the pupils go th complete series of grooming skills. Check individua and independence. If a bath tub is available, use i procedures of cleaniness. Introduce deodorants and metic items connected with bathing.
Observing self in a full length mirror	Provide a full length mirror and encourage the pup serve themselves. Point out good types of grooming.
Caring for nails	Introduce nail clippers, emery boards, and orange sti onstrate. Arrange practice periods for pupils to lea smooth nails, and push back cuticle after cleaning brush and soap.
Teaching proper posture, sitting and standing	Stress proper sitting position. Give the following in keep knees together, keep feet flat on floor, keep back, keep head erect. For standing position, ask th "stand tall".

SELF CARE AND PERSONAL HEALTH

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
Habits of Eating (continued)	
Instruct the pupils in the use of the knife, how it is held, how to cut, and the types of food that require cutting. Schedule practice periods in which the knife and fork are used, being sure that both utensils are held properly. Use school lunch periods for observation and further instruction, if such is needed.	School lunch foods, knife and fork.
Stress the development of sufficient table decorum for the pupil to avoid unfavorable notice in a public eating situation. Arrange field trips to public eating facilities in order to test good table manners. Choose a "host" or "hostess" to take the lead in beginning the meal, passing food, etc. Enlist parent cooperation.	Filmstrip No. 6 - Frame 1 State Department of Education Training Program
Instruct the pupils to take the napkin from the table, unfold it and spread it across the lap and, during the meal, to wipe lips after drinking and eating.	Napkins
Grooming.	
Schedule "self care" days on which the pupils go through the complete series of grooming skills. Check individual mastery and independence. If a bath tub is available, use it to teach procedures of cleaniness. Introduce deodorants and other cosmetic items connected with bathing.	Fimlstrip No. 6 - Frame 2 State Department of Education State Schools for Retarded Children Bathtub, soap, washcloth, towel, deodorant, etc.
Provide a full length mirror and encourage the pupils to observe themselves. Point out good types of grooming.	Full length mirror
Introduce nail clippers, emery boards, and orange sticks. Demonstrate. Arrange practice periods for pupils to learn to clip, smooth nails, and push back cuticle after cleaning with nail brush and soap.	Nail brush, soap, clippers, emery boards, nail brushes, and soap
Stress proper sitting position. Give the following instructions: keep knees together, keep feet flat on floor, keep shoulders back, keep head erect. For standing position, ask the pupils to "stand tall".	

SELF CARE AND PERSONAL HEALT

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Learning Good Grooming (continued)	
Polishing shoes	Provide necessary equipment. Schedule practice pe the following instructions: Lay a newspaper on the fa[illegible] Put on aprons. Choose the proper color of polis your shoes. Remove the shoe laces. Clean the sh polish neatly and thoroughly. Let the polish hard Brush or rub to a shine. Replace the shoe laces. R shoes. Tie or request help in tying shoes. Replac polish and buffer. Throw away the newspaper. R replace the aprons.
Shampooing hair	Allow opportunities for girls to experiment with s hair, with thorough rinsing and towel drying. Allo girls to comb, set, and arrange their own hair and th other classmate.

PERSONAL HEALTH

ACTIVITIES	PROCEDURES
LEARNINGS: Learning the Transmission of Diseases	
Providing instruction in the transmission and control of disease, as,	
Coughing and sneezing on a mirror	Use a mirror and demonstrate how the moisture coughing or sneezing can spread and thereby carry of a cold from one person to another. Teach the pupi the nose and mouth when sneezing or coughing.
Learning to accept medicines, injections, and examinations with minimal apprehension	Teach the pupils the reason for and the importanc examinations, medicines, and injections. Use role demonstration purposes. Read appropriate stories.
Learning some of the duties of doctors, nurses, dentists, and hospitals	Arrange for visits to the class by medical and dental Urge the pupils to ask questions. Use role playin cussions, using appropriate figures on the flannel

GROWTH AND DEVELOPMENT

In order to give all parents help from the school in preparing for their child's physical g as the first step in this unit. The teacher's role should be the planning of the session (r or the use of films. The teacher's role will be to teach the pupils and to be available for

SELF CARE AND PERSONAL HEALTH

INTERMEDIATE

Grooming (continued)

PROCEDURES	MATERIALS & EQUIPMENT
Provide necessary equipment. Schedule practice periods. Give the following instructions: Lay a newspaper on the table surface. Put on aprons. Choose the proper color of polish. Remove your shoes. Remove the shoe laces. Clean the shoes. Apply polish neatly and thoroughly. Let the polish harden or dry.	Aprons, pupil's own shoes, variety of shoe polishes, buffing brushes or cloths, old newspaper
Brush or rub to a shine. Replace the shoe laces. Replace the shoes. Tie or request help in tying shoes. Replace the shoe polish and buffer. Throw away the newspaper. Remove and replace the aprons.	
Allow opportunities for girls to experiment with shampooing hair, with thorough rinsing and towel drying. Allow time for girls to comb, set, and arrange their own hair and that of some other classmate.	Portable hair dryer, combs, brushes, rollers, shampoo, creme rinse (optional), towels, etc.

PERSONAL HEALTH

ransmission of Diseases

PROCEDURES	MATERIALS & EQUIPMENT
Use a mirror and demonstrate how the moisture expelled in coughing or sneezing can spread and thereby carry the germs of a cold from one person to another. Teach the pupils to cover the nose and mouth when sneezing or coughing.	Mirror
Teach the pupils the reason for and the importance of health examinations, medicines, and injections. Use role playing for demonstration purposes. Read appropriate stories.	Doctor kits (optional) Story books (see bibliography) Appropriate duplicator sheets
Arrange for visits to the class by medical and dental personnel. Urge the pupils to ask questions. Use role playing and discussions, using appropriate figures on the flannel board.	Flannel board and figures

GROWTH AND DEVELOPMENT

lp from the school in preparing for their child's physical growth, a session in parent education is suggested
he teacher's role should be the planning of the session (rather than teaching it) with resource people and/
r's role will be to teach the pupils and to be available for individual parent-teacher conferences.

GROWTH AND DEVELOPMENT

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Learning About Menstruation	
Providing instruction in body functions which will assist in understanding growth and development, as	
Understanding and using personal hygiene materials	Confer with the parents and come to some agreemen them on handling the situation. Teach the girls that men tion is a natural and necessary function of the female Inform her what to expect and give instructions on the sanitary napkins as well as general health care. Urge al lescent girls to consult women teachers or aids during hours when the need arises. Teach them the necessity of c ing sanitary napkins regularly and the proper and nea posal of them. Make up a kit of materials including: sa napkin, sanitary belt, deodorant powder, panties with tective crotch, and a box of specially treated disposable to cleanse and deodorize the outer vaginal area. Review visual aids, and other materials. Select and use the ones appropriate to the group.
Learning about dysmenorrhea	(Dysmenorrhea refers to cramping or other discomfort c menstruation.) Teach the girls that this is a possibilit minimize attention to this aspect of menstruation. Infor parents that any medication required to conrol this sho prescribed by a physician and administered by the par

GROWTH AND DEVELOPMENT
INTERMEDIATE
PROCEDURES

MATERIALS & EQUIPMENT

truation

Confer with the parents and come to some agreement with them on handling the situation. Teach the girls that menstruation is a natural and necessary function of the female body. Inform her what to expect and give instructions on the use of sanitary napkins as well as general health care. Urge all adolescent girls to consult women teachers or aids during school hours when the need arises. Teach them the necessity of changing sanitary napkins regularly and the proper and neat disposal of them. Make up a kit of materials including: sanitary napkin, sanitary belt, deodorant powder, panties with a protective crotch, and a box of specially treated disposable cloths to cleanse and deodorize the outer vaginal area. Review films, visual aids, and other materials. Select and use the ones most appropriate to the group.

(Dysmenorrhea refers to cramping or other discomfort during menstruation.) Teach the girls that this is a possibility but minimize attention to this aspect of menstruation. Inform the parents that any medication required to conrol this should be prescribed by a physician and administered by the parent.

Books—"Growing Up", "How to Tell the Retarded Girl About Menstruation", "Growing Up and Liking It". See Materials List for other books and films, etc.

SELF CARE AND PERSONAL HEALTH
ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Learning to Dress Properly	
Providing instruction and experience in choosing proper clothing, as,	
Dressing appropriately	Stress dressing attractively with colors that are well c ated and in good taste and allow time for discussion propriateness of dress for specific occasions. Stress v clothing of proper size and appropriate style and desi
LEARNINGS: Learning Routines of Good Eating Habits	
Providing instruction and experience in the development of good eating habits, as,	
Practicing acceptable eating procedures	Observe the pupils to be sure that they have retained lier learnings. Repeat earlier instruction as needed. field trips to introduce the pupils to unfamiliar kinds o facilities.
LEARNINGS: Learning Good Grooming	
Providing instruction and experience in learning routines at a higher level, as,	
Teaching boys to use both the electric and the safety razors	Teach the use of the electric razor first. Follow this struction in the use of the safety razor. Use no blade Teach the pupils how to sterilize a razor blade. If one used for more than one pupil, stress proper steriliza tween uses.
Teaching girls to use both electric and safety razors.	Since few girls will have access to a personal electri stress the use of the safety razor. Instruct the girls to at first without a blade. Give the following instruction lather to one leg, shave, rinse, wipe dry, use the sa cedure for the other leg, and put equipment away. same procedure in shaving armpits, being careful not too closely in tender skin areas.

SELF CARE AND PERSONAL HEALTH
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
Properly	
Stress dressing attractively with colors that are well coordinated and in good taste and allow time for discussion on appropriateness of dress for specific occasions. Stress wearing clothing of proper size and appropriate style and design.	Proper fitting dress, shirt, tie, (pre-tied tie will eliminate difficulties) T.V. Tape **"Neat Guy Grooming,"** State Department of Education, State Schools for Retarded Children, T.V. Tape **"Neat Girl Grooming,"** State Department of Education, Fashion magazines and catalogs
of Good Eating Habits	
Observe the pupils to be sure that they have retained all earlier learnings. Repeat earlier instruction as needed. Arrange field trips to introduce the pupils to unfamiliar kinds of dining facilities.	
rooming	
Teach the use of the electric razor first. Follow this by instruction in the use of the safety razor. Use no blade at first. Teach the pupils how to sterilize a razor blade. If one razor is used for more than one pupil, stress proper sterilization between uses.	Electric razor, safety razor, blades, lather or soap pre-shave, after shave lotions
Since few girls will have access to a personal electric razor, stress the use of the safety razor. Instruct the girls to practice at first without a blade. Give the following instructions: Apply lather to one leg, shave, rinse, wipe dry, use the same procedure for the other leg, and put equipment away. Use the same procedure in shaving armpits, being careful not to shave too closely in tender skin areas.	Filmstrip No. 1 — Frame 29, State Department of Education State Schools for Retarded Children

SELF CARE AND PERSONAL HEALTH

ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Learning Good Grooming (continued)	
	Enlist cooperation with the home.
Caring for nails	Instruct each girl on the method of cleaning and sm nails. Permit each girl to polish her own nails. Arra each girl to polish a partner's nails.

GROWTH AND DEVELOPMENT

Teach the following learnings only when applicable in specific cases.

ACTIVITIES	PROCEDURES
LEARNINGS: Learning About Reproduction	
Providing instruction which will broaden the understanding of reproduction, as,	
Interpreting some knowledge of pregnancy, contraception, and heterosexual relationships.	Postpone any teaching and counseling regarding interco family planning, contraception, care during pregnan until such time as circumstances warrant. Offer thi and counseling only after the request or permission parent. Use resource persons such as physicians, cle representatives of Planned Parenthood, nurses, etc., sistance in instructions to parents of pupils and to vanced pupils.
Interpreting some knowledge of sexual deviates, indecent exposure, venereal disease	Provide discussion on sexual deviates and venereal for protective purposes: (Example: getting in cars, o some place with a stranger.) Focus instruction on v diseases on how it is contracted, symptoms, and the see a doctor.

SELF CARE AND PERSONAL HEALTH

ADVANCED

PROCEDURES

MATERIALS & EQUIPMENT

d Grooming (continued)

Enlist cooperation with the home.

Instruct each girl on the method of cleaning and smoothing nails. Permit each girl to polish her own nails. Arrange for each girl to polish a partner's nails.

Nail polish and cleaning aids

GROWTH AND DEVELOPMENT

s only when applicable in specific cases.

out Reproduction

Postpone any teaching and counseling regarding intercourse, family planning, contraception, care during pregnancy, etc., until such time as circumstances warrant. Offer this advice and counseling only after the request or permission of the parent. Use resource persons such as physicians, clergymen, representatives of Planned Parenthood, nurses, etc., for assistance in instructions to parents of pupils and to the advanced pupils.

Provide discussion on sexual deviates and venereal diseases for protective purposes: (Example: getting in cars, or going some place with a stranger.) Focus instruction on venereal diseases on how it is contracted, symptoms, and the need to see a doctor.

AUDIO-VISUAL AIDS

Boy to Man. 16 min., color. Churchill Films, 1962. Presents the changes of adolescence in the ficial change of growth, skin, voice, and body hair to more complicated phenomena of glan vidual differences in rate of growth are stressed as normal.

54 Functional Words. Filmstrip. WASP — Film Kare Products Company, Pleasantville, Ne

Girl to Woman. 16 min., color. Churchill Films, 1964. Deals with human growth and develop womanhood: describes male and female reproductive system.

It's Wonderful Being A Girl. 20 min., color. Personal Products Co., (Associated Films-Distrib understanding of the physical and emotional changes that occur in growing up.

Kittens: Birth and Growth, captioned film for the handicapped. U.S. Office of Education, Bur ision of Education Service, Washington, D. C. 20202. Interesting presentation of simple scien

Molly Grows Up. 15 min., b&w, (Medical Arts Productions, 1953). This film discusses menus troduce a young girl to these changes.

T.V. Series, State Department of Education State Schools for Retarded Children, Jefferson
"Happy and Mappy" (Video Tape on washing hands)
"Neat Guy" (Video Tape on Boy bathing, shaving and need for cleanliness)
"Neat Girl" (Video Tape on Girl bathing, brushing teeth, and need for cleanliness)
"Teeth Care" (Video Tape on need for brushing and teeth care).

FILMSTRIPS

Filmstrip Series, State Schools for Retarded Children State Department of Education, Jeff

Thompson, Mary Martha, Ph.D., Harris County Center for the Retarded, Inc. 3550 West D
"Care of Hair"
"Proper Clothing"
"Girls (Personal Talk)"
"Washing Face and Hands for Girls"
"Girls Bath"
"Boys Shaving"
"Boys (Personal Talk)"
"Boys and Girls Proper Clothing"
"B
"V
"M

"I Wonder, I Wonder", a filmstrip, book, and record for K-3, Concordia Publishing House, souri 63118.

"Wonderfully Made", a filmstrip, book, and record, (for adult mentally retarded), Concordia St. Louis, Missouri 63118, 1967.

RECORDS

Concept Records Volume 1, Basic Songs for Exceptional Children

"What's Inside of Me?"
"My Body"
"Knees, Knees, Knees"
"Ten Little Fingers"

AUDIO-VISUAL AIDS

hill Films, 1962. Presents the changes of adolescence in the order of their simplicity moving from super-
:e, and body hair to more complicated phenomena of glandular changes and sexual maturation. Indi-
th are stressed as normal.

VASP — Film Kare Products Company, Pleasantville, New York.

urchill Films, 1964. Deals with human growth and development during the change from girlhood to
female reproductive system.

in., color. Personal Products Co., (Associated Films-Distributors). Made to give young girls a healthy
l emotional changes that occur in growing up.

ned film for the handicapped. U.S. Office of Education, Bureau of Education for the Handicapped, Div-
ngton, D. C. 20202. Interesting presentation of simple science lesson: Child's reaction to birth of kittens.

Medical Arts Productions, 1953). This film discusses menustration and illustrates different ways to in-
ges.

Education State Schools for Retarded Children, Jefferson City, Missouri.
on washing hands)
bathing, shaving and need for cleanliness)
bathing, brushing teeth, and need for cleanliness)
l for brushing and teeth care).

FILMSTRIPS

r Retarded Children State Department of Education, Jefferson City, Missouri 65101.

Harris County Center for the Retarded, Inc. 3550 West Dallas, Houston, Texas 77019, 1968.
"Girls Bath" "Boys Shower"
"Boys Shaving" "Washing Face and Hands for Boys"
"Boys (Personal Talk)" "Menstruation"
rls" "Boys and Girls Proper Clothing"

p, book, and record for K-3, Concordia Publishing House, 3558 S. Jefferson Avenue, St. Louis, Mis-

book, and record, (for adult mentally retarded), Concordia Publishing House, 3558 Jefferson Avenue,

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Songs for Exceptional Children

"Knees, Knees, Knees"
"Ten Little Fingers"

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    "A Girl and Her Figure"
    "A Boy and His Physique"

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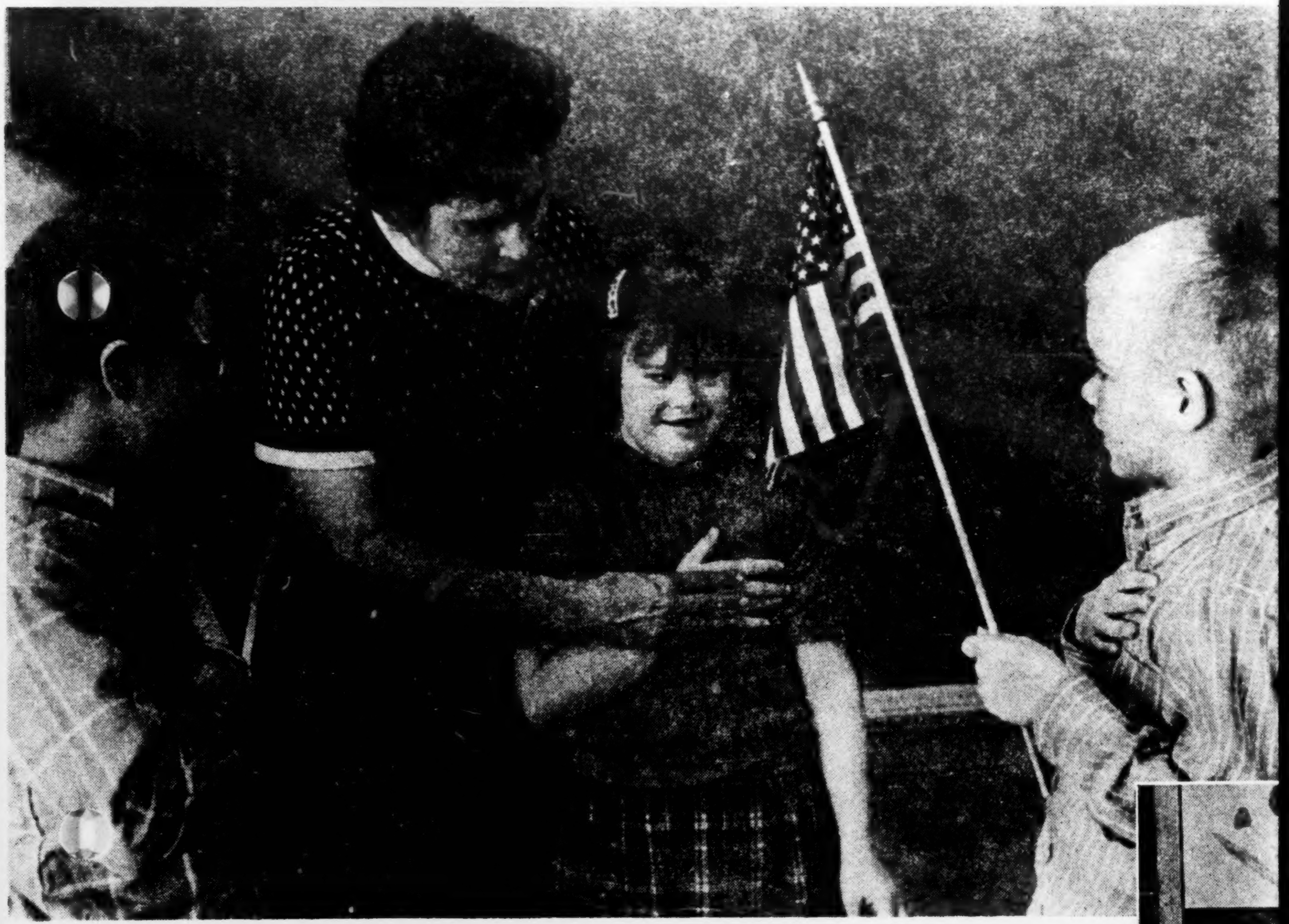

AREA VI INTERPERSONAL RELATIONS

COMMITTEE

CHAIRMAN:	Marie Eberting	St. Joseph
MEMBERS:	Cleta Dowden	Maryville
	Mary MacKinnon	North Kansas City

VI

RELATIONS

. . . . St. Joseph
. . . . Maryville
North Kansas City

INTERPERSONAL RELATIONS

INTRODUCTION

Probably the most noticeable deficiency of a trainable mentally retarded person is that o very readily categorizes him in the eyes of some people as being less than human. Thus this area o to the training of the mentally retarded. Unless he looks right, feels right, and acts right, he will his potential in using the academic and vocational skills he has mastered in school. How one feels ceed in given areas and situations seems to be significantly related to success in his achievement itive self-concept and self-identity is a major goal in developing interpersonal relations. It has bee relations is at the heart of anything that can be done at home or at school to promote healthy sel essential integral in connection with anything that might be done at home, at school, or in comm an individual change undesirable and unrelated habits.

Trainable mentally retarded pupils need a curriculum specifically designed to allow traini ioral areas. These are for the same behaviors that are learned concomitantly by nonretarded stud reaches school age, improper habit patterns may have already been formed. But, by emphasizing mon and familiar areas such as (1) people, (2) places and things, (3) classroom jobs, (4) safety, (5 (8) shelter, the formation of new habits and growth are made easier. These new learnings seem because they provide for learning successes.

All activities must center around the individual retarded pupil. He can reach high levels o but this can be done only through the cooperation of the school and the home. It is very importa of the curriculum, the plans, and the goals for the education of their child. It is a well understoo pupil is a continuous, cooperative endeavor on the part of many. More complete answers evolve personnel become involved in a program of togetherness to assist all retarded students in reachin teacher and the school to include parents in the curriculum program plans. Usually, parents are will readily share their aspirations for their child but they need to be invited and accepted for thei

The general aims and learnings that are listed in this area are developmental, sequential, a tainly not an end unto themselves, but merely introductory suggestions as to a few ways of teac The creative teacher will use them only as a foundation upon which to build, taking into consid and needs. The material and equipment at hand, and the resources and mores of the local. The m but a few of the myriad of resources that can be utilized in conditioning and reinforcing social ad a teacher become aware of the necessity of using physical materials in teaching intangible and sp

The underlying theme of teaching this area of Interpersonal Relations is that success or the teacher's mental health and attitudes toward the trainable mentally retarded pupil. If the t sympathize with, discipline objectively, see beauty in, and extend human dignity and respect to contributing factor in helping retardates to look right, feel right, and act right. Teachers must be that retardates can be prepared for their "place in the sun." Educators need to show themselves students as human beings because the process of learning how to relate to one another begins w

INTERPERSONAL RELATIONS

INTRODUCTION

able deficiency of a trainable mentally retarded person is that of social incompetence. This handicap
the eyes of some people as being less than human. Thus this area of Interpersonal Relations is very basic
retarded. Unless he looks right, feels right, and acts right, he will not be given an opportunity to fulfill
nic and vocational skills he has mastered in school. How one feels about himself and his abilities to suc-
ns seems to be significantly related to success in his achievements. Therefore, the development of pos-
ity is a major goal in developing interpersonal relations. It has been found that the area of interpersonal
ing that can be done at home or at school to promote healthy self-development, and, that it is also an
with anything that might be done at home, at school, or in community activities to encourage and help
le and unrelated habits.

ed pupils need a curriculum specifically designed to allow training and learning conditions in behav-
me behaviors that are learned concomitantly by nonretarded students. Quite often by the time the child
bit patterns may have already been formed. But, by emphasizing and repeating specific training in com-
(1) people, (2) places and things, (3) classroom jobs, (4) safety, (5) recreation, (6) clothing, (7) food, and
v habits and growth are made easier. These new learnings seem to take the place of old habits simply
g successes.

around the individual retarded pupil. He can reach high levels of sophistication in social competence,
gh the cooperation of the school and the home. It is very important that parents understand the value
d the goals for the education of their child. It is a well understood fact that the education of a retarded
e endeavor on the part of many. More complete answers evolve as parents, teachers, and other school
program of togetherness to assist all retarded students in reaching educational goals. So it behooves the
le parents in the curriculum program plans. Usually, parents are very cooperative in this respect and
ns for their child but they need to be invited and accepted for their cooperation.

rnings that are listed in this area are developmental, sequential, and measureable. The activities are cer-
ves, but merely introductory suggestions as to a few ways of teaching and emphasizing those learnings.
em only as a foundation upon which to build, taking into consideration the individual pupil's abilities
uipment at hand, and the resources and mores of the local. The materials and the equipment listed are
rces that can be utilized in conditioning and reinforcing social adequacy. They have been listed to help
ecessity of using physical materials in teaching intangible and spiritual attributes.

teaching this area of Interpersonal Relations is that success or failure begins with and depends upon
attitudes toward the trainable mentally retarded pupil. If the teacher can accept, touch, laugh with,
ectively, see beauty in, and extend human dignity and respect toward these students, this could be a
tardates to look right, feel right, and act right. Teachers must be convinced and firm in the knowledge
for their "place in the sun." Educators need to show themselves as human beings and get to know the
se the process of learning how to relate to one another begins when they begin to work together.

GENERAL AIMS

1. To facilitate the growth of a desirable personality, provide tasks, materials, and activi
   feeling of security, a sense of belonging, and satisfaction in adequacy.
2. To develop social habits, attitudes, and skills that will enable each pupil to learn accep
3. To establish work habits, attitudes, and skills that will enable each individual pupil to
   efficiency in relation to his ability.
4. To help each pupil acquire some special interests and skills which will enable him to
   gratification.
5. To plan meaningful community experiences which will provide the pupil with a feelin
   can learn, through experience, basic concepts of his physical environment which shou
   school, public accommodations, commerical services, and social and recreational agenci
6. To guide each pupil to a sense of respect and reverence for those patriotic and religiou
   communities.

INTERPERSONAL RELATIONS

PRIMARY

ACTIVITIES	PROCEDURES
LEARNING: Development of Self Awareness	
Assembling parts of a figure puzzle which is cut straight across	Assemble a manikin from a photograph of a pupil. Cut out a mount on a piece of cardboard, then cut into body parts, Start with the head and work down. Ask the pupil to re-assemble the photograph.
LEARNING: Development of Concept of Self	
Developing recognition of individual differences	Display individual pictures of the pupils. Ask each pupil point out his own picture. Ask him to make some gener statement about himself as, sizes, coloring, dress, interest, e
LEARNING: Recognition and Response to Own Name	
Teaching names to individual pupils	Greet each pupil individually as he enters the room. Teach the pupil his own name. Make name plates. Use a concrete example, as, Teacher should say: "I am Miss................. This is my name." "You are............." "Say your name for me." "Now say, I am............." Make a daily or weekly work chart.

GENERAL AIMS

desirable personality, provide tasks, materials, and activities that will furnish the pupil with a
f belonging, and satisfaction in adequacy.

udes, and skills that will enable each pupil to learn acceptable school and social conduct.
tudes, and skills that will enable each individual pupil to develop to maximum responsibility and
bility.

me special interests and skills which will enable him to use leisure time constructively and for

ity experiences which will provide the pupil with a feeling of environmental security where he
, basic concepts of his physical environment which should include his immediate locality, the
s, commerical services, and social and recreational agencies.

e of respect and reverence for those patriotic and religious activities which are accepted in most

INTERPERSONAL RELATIONS
PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
areness	
ssemble a manikin from a photograph of a pupil. Cut out and ount on a piece of cardboard, then cut into body parts, art with the head and work down. sk the pupil to re-assemble the photograph.	Record: "Tap Your Hand on Your Head" Songs: "My Head, My Shoulder, My Knees" "Put Your Finger In The Air" See Area I Sensory and Perceptual Training See Area V Self Care and Personal Development
of Self	
isplay individual pictures of the pupils. Ask each pupil to oint out his own picture. Ask him to make some general atement about himself as, sizes, coloring, dress, interest, etc.	Individual pictures
e to Own Name	
reet each pupil individually as he enters the room. each the pupil his own name. ake name plates. e a concrete example, as, acher should say: am Miss................ This is my name." ou are............" "Say your name for me." ow say, I am............" ake a daily or weekly work chart.	Songs: "Greeting Song" **Music Activities for Retarded Children** "Good-Morning" **Sing and Learn** See Area — VIII Functional Academics Felt work chart

INTERPERSONAL RELATIONS

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Recognition and Response to Own Name (continued)	
	Fix changeable names on felt. Label each pupil's b in large distinct letters. Teach the pupil to identify his own name. Color cue names to aid in recognition.
LEARNINGS: Response to Simple Directions	
Teaching response to simple directions	Give all directions in a courteous manner using t name, as, "Tommy, please close the door." Keep directions very simple. Be certain you have the pupil's attention. Wait for a Reinforce acceptable responses.
LEARNINGS: Awareness of His Own Sex	
Differentiating between the sexes	Sort pictures of boys and girls into two categories. Say, "Boys will sit at the big table." "Girls will wor desks." "Good boy." or "Good girl." Call attention to the differences. Direct the boys to t Room." Direct the girls to the "Girls Room." Guide them into knowing the difference. Dress dolls in appropriate clothing.
LEARNINGS: Recognition of the Basic Concept of Acceptable Appearance and Behavio	
Teaching awareness of acceptable appearance and behavior	Discuss the importance of looking right and feeling Guide pupils into deciding what this entails. Teach care of the nose. Teach the pupil to become aware of drooling. Calmly give a tissue to the pupil when it is needed. Teach how to blow the nose, if necessary. Teach the pupil to refrain from unacceptable body 1. Picking nose 2. Biting finger nails or hair 3. Masturbation Teach the pupils to return from the bathroom wi properly rearranged and closed. Take pictures at different parts of the day. Let e point out bad and good grooming habits in his pict

INTERPERSONAL RELATIONS

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
d Response to Own Name (continued)	
Fix changeable names on felt. Label each pupil's belongings in large distinct letters. Teach the pupil to identify his own name.	Label individual hangers
Color cue names to aid in recognition.	Tape embosser and colored tape
imple Directions	
Give all directions in a courteous manner using the pupils name, as, "Tommy, please close the door." Keep directions very simple. Be certain you have the pupil's attention. Wait for a response. Reinforce acceptable responses.	Songs: (Actions) "Chiapanecas" **Music for Retarded Children** "Looby Loo" "Mulberry Bush"
Iis Own Sex	
Sort pictures of boys and girls into two categories. Say, "Boys will sit at the big table." "Girls will work at their desks." "Good boy." or "Good girl." Call attention to the differences. Direct the boys to the "Boys Room." Direct the girls to the "Girls Room." Guide them into knowing the difference. Dress dolls in appropriate clothing.	Pictures of boys and girls Boy doll and suitable clothes. Girl doll and suitable clothes. See Area V Self Care and Personal Development Peabody Language Development Kit
f the Basic Concept of Acceptable Appearance and Behavior	
able Discuss the importance of looking right and feeling right.	Facial tissue (Kleenex) Song: "Clean Hands" **Sing and Learn**
Guide pupils into deciding what this entails.	
Teach care of the nose.	See Area V Self Care and Personal Development
Teach the pupil to become aware of drooling.	
Calmly give a tissue to the pupil when it is needed.	See Area I Sensory and Perceptual Training
Teach how to blow the nose, if necessary.	Camera (Polaroid)
Teach the pupil to refrain from unacceptable body handling: 1. Picking nose 2. Biting finger nails or hair 3. Masturbation	See Area V — Self Care and Personal Health — Toilet Training Routines
Teach the pupils to return from the bathroom with clothes properly rearranged and closed.	See Area X Vocational Preparation
Take pictures at different parts of the day. Let each pupil point out bad and good grooming habits in his picture.	

INTERPERSONAL RELATIONS

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Recognition of the Basic Concept of Acceptable Appearance and Behavio	
	Commend good grooming habits.
	Teach the pupils to control hyperexcitability: 1. Crying 2. Laughing 3. Perseveration
	Never let a pupil just sit with nothing to do.
	Keep the pupils actively occupied with activities for
	Have materials available. Encourage the pupils to ke
	Keep pupils quiet a few minutes after gym or a high ing moment of experience.
	Give a direction to relax and sit quitely.
	Change the pace, scene, or activity at intervals.
LEARNINGS: Participation in Self-Directed Activities	
Teaching self-direction in activities	Keep a limited number of educational toys on shelf to the children. Change the selection regularly.
	At the same time every day, direct each pupil to ch toy with which he wishes to play. Inform the pupils time alloted for play is over when the timer or alarm
	Set a timer or clock. When the timer rings, check to each person follows the direction of returning the to shelf and that the shelf is in order.
	Give the pupils a few minutes of leisure time two times a week.
	Help each pupil to use this time in school in ways can use them at home with very little equipment.
	Check to see that he uses the objects constructively a length of time relative to his ability and that he ret object to its proper place when the timer sounds.
LEARNINGS: Following Directions Given by Words, Gestures, Etc.	
Teaching importance of following direction	Expect the pupil to obey. Wait for the pupil to respond before repeating direct
	Direct all pupils to start and stop all activities on cue mands. Practice this procedure often.

INTERPERSONAL RELATIONS

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
Basic Concept of Acceptable Appearance and Behavior (continued)	
Commend good grooming habits.	
Teach the pupils to control hyperexcitability: 1. Crying 2. Laughing 3. Perseveration	
Never let a pupil just sit with nothing to do.	Finger paints, puzzles, put-together toys, clay or play-dough, beads to string. Collection of pictures to sort or stack. Sample book with swatches of cloth for the children to feel.
Keep the pupils actively occupied with activities for success.	
Have materials available. Encourage the pupils to keep busy.	
Keep pupils quiet a few minutes after gym or a highly exciting moment of experience.	
Give a direction to relax and sit quitely.	
Change the pace, scene, or activity at intervals.	
elf-Directed Activities	
Keep a limited number of educational toys on shelf available to the children. Change the selection regularly.	Timer, alarm clock. See Area VIII Functional Academics
At the same time every day, direct each pupil to choose the toy with which he wishes to play. Inform the pupils that the time alloted for play is over when the timer or alarm rings.	
Set a timer or clock. When the timer rings, check to see that each person follows the direction of returning the toy to the shelf and that the shelf is in order.	
Give the pupils a few minutes of leisure time two or three times a week.	Crayons, scissors, paints, and easel
Help each pupil to use this time in school in ways which he can use them at home with very little equipment.	See Area VIII Functional Academics
Check to see that he uses the objects constructively and for a length of time relative to his ability and that he returns the object to its proper place when the timer sounds.	Magazines, cards, games, or dominos
ns Given by Words, Gestures, Etc.	
Expect the pupil to obey. Wait for the pupil to respond before repeating directives.	
Direct all pupils to start and stop all activities on cues or commands. Practice this procedure often.	

INTERPERSONAL RELATIONS

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Following Directions Given by Words, Gestures, Etc. (continued)	
	Use cues rather than verbal directives such as a chord on the piano, sing a phrase that they connect with a certain activity, etc. Be sure that all directions are followed throughout the day.
LEARNINGS: Beginning of Development of Inner Control by Reliance on Adult Help	
Facing the problems of receiving help when help is needed	Discuss the problem with the pupil. Endeavor to guide him into knowing when to ask for help and when to solve the problem by himself. Urge him to seek help when hurt. Listen to the pupil, encourage his trust in you, and sympathize with his hurts. Help only when help is needed, but acknowledge all requests positively. Give the pupil opportunities to ask for help when needed in daily school activities.
LEARNINGS: Recognition of All School Personnel	
Teaching the function of all school personnel	Teach the pupils to call aids, bus drivers, cooks, and all teachers by recognizable sounds. Prompt the pupils to greet all school personnel by name. Point out to the pupils that they are subject to the assistance and authority of all school personnel and that they are to respond with respect and obedience. Help the pupils to make "gifts" for the aids, bus drivers, and regular volunteer helpers at Christmas, Valentine's Day, or on their birthdays. Make a composite "thank you" card to present to someone who has rendered a recent service, such as helping on a field trip.
LEARNINGS: Interaction With Peers	
Teaching pupils to work together	Label all desks. Teach each pupil which desk is his and to return to it on command.

INTERPERSONAL RELATIONS

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
s Given by Words, Gestures, Etc. (continued)	
Use cues rather than verbal directives such as a chord on the piano, sing a phrase that they connect with a certain activity, etc.	
Be sure that all directions are followed throughout the day.	
pment of Inner Control by Reliance on Adult Help	
Discuss the problem with the pupil.	
Endeavor to guide him into knowing when to ask for help and when to solve the problem by himself.	
Urge him to seek help when hurt.	
Listen to the pupil, encourage his trust in you, and sympathize with his hurts.	
Help only when help is needed, but acknowledge all requests positively.	
Give the pupil opportunities to ask for help when needed in daily school activities.	
chool Personnel	
Teach the pupils to call aids, bus drivers, cooks, and all teachers by recognizable sounds.	
Prompt the pupils to greet all school personnel by name.	See Area II Language Development
Point out to the pupils that they are subject to the assistance and authority of all school personnel and that they are to respond with respect and obedience.	
Help the pupils to make "gifts" for the aids, bus drivers, and regular volunteer helpers at Christmas, Valentine's Day, or on their birthdays.	See Area VIII — Functional Academics — Writing
Make a composite "thank you" card to present to someone who has rendered a recent service, such as helping on a field trip.	A variety of cards which the pupils can sign and mail.
ers	
Label all desks.	
Teach each pupil which desk is his and to return to it on command.	

INTERPERSONAL RELATIONS

PRIMARY

ACTIVITIES **PROCEDURES**

LEARNINGS: Interaction with Peers (continued)

Until the pupil becomes school orientated, keep desk in the same location.
Make a game of moving from desk to other areas a the desk. Praise the pupil who succeeds. Encourag who fails.

Develop the meaning and understanding of "mine "his," and "hers" through demonstration.

Have the pupils practice taking turns, as,
1. Being first in line
2. Using a favorite instrument in music
3. Selecting a toy
4. Carrying the ball to the playground
5. Returning the ball from the playground
6. Using swings and other playground equipment

Teach the pupils to share by,
1. Using school materials and equipment cooper
2. Sharing an activity as rolling or tossing a bal

provide activity centers around the room that enc ticipation and cooperation of two or three children. Have a number of pupils play with a set of large ervise closely.

Teach each pupil to participate in teacher-led circl

Lead and direct others to follow in singing games ivities, rhythm band, action songs, finger plays, ar songs. Offer opportunities for group participation.

Teach the pupil to listen and respond appropriat children.

Have "show and tell" time when a pupil relates

Stress being quiet and to listen. Applaud for thos something to share. Thank them for their present

Do not permit undesirable actions toward other

Through counseling with the pupil and conferenc parent, attempt to control biting, spitting, kicki pushing, and grabbing.

Teach the meaning of the words "No" and "Yes." sions such as, "Yes, you may," "No, you may not.

INTERPERSONAL RELATIONS
PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
ontinued)	
til the pupil becomes school orientated, keep his labeled k in the same location.	
ke a game of moving from desk to other areas and back to desk. Praise the pupil who succeeds. Encourage the pupil o fails.	
velop the meaning and understanding of "mine," "yours," s," and "hers" through demonstration.	
ve the pupils practice taking turns, as, . Being first in line 2. Using a favorite instrument in music 3. Selecting a toy 4. Carrying the ball to the playground . Returning the ball from the playground 6. Using swings and other playground equipment	Rhythm instruments and gym supplies See Area II Language Development Outdoor playground equipment. large ball
ich the pupils to share by, 1. Using school materials and equipment cooperatively 2. Sharing an activity as rolling or tossing a ball	Area III Physical Education
ovide activity centers around the room that encourage participation and cooperation of two or three children.	
ve a number of pupils play with a set of large blocks, supvise closely.	Block buster blocks
ach each pupil to participate in teacher-led circle activities.	
ad and direct others to follow in singing games, circle actties, rhythm band, action songs, finger plays, and counting ngs. Offer opportunities for group participation.	Rhythm instruments, records See Area III Physical Education See Area VII Fine Arts
ach the pupil to listen and respond appropriately to other ildren.	
ve "show and tell" time when a pupil relates experiences.	
ress being quiet and to listen. Applaud for those who have nething to share. Thank them for their presentation.	
not permit undesirable actions toward other children.	
rough counseling with the pupil and conferences with the rent, attempt to control biting, spitting, kicking, hitting, shing, and grabbing.	Steps for teaching "No" are stated in Trainable Children written by Julia Malloy
ach the meaning of the words "No" and "Yes." Use expresons such as, "Yes, you may," "No, you may not."	

INTERPERSONAL RELATIONS
PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Acquisition of Basic Social Habits	
Working on the acquisition of basic social habits	Structure classroom situations in order to empha of the amenities being stressed.
	Set an example by being courteous to pupils an members at all times.
	Prompt the pupil to make suitable courteous com plies to the other pupils. Compliment the pupil words or actions.
	Eat lunch with the pupils and teach manners by
	Dramatize "Goldilocks and the Three Bears" and Riding Hood" in order to make knocking on doors ingful.
LEARNINGS: Interaction with Family	
Playing house in order to offer opportunities for learning social graces	Teach the meaning of a family. Discuss what const ily, as, father, mother, sister, brother, and others.
	Cut out pictures of persons of both sexes and varie the pupils find the daddy, the mother, the baby, e pictures to assemble a poster depicting the pupil
	Teach each pupil to count and name each of the his family.
	Develop within the pupil the understanding that tributing member of the family.
	Direct play with child-sized furniture, dishes, e permit the pupils to wash the dishes using soa sweep the floor, make the beds, set the table, a milk and cookies.
	Suggest simple chores that might be done at h comparable to school housekeeping.
	Increase family acceptance by using social grac school.
	Participate and use "Please" and "Thank you," and simple table manners. Keep it fun.

INTERPERSONAL RELATIONS

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
Social Habits	
Structure classroom situations in order to emphasize the use of the amenities being stressed.	Stories: "Goldilocks and the Three Bears: "Little Red Riding Hood"
Set an example by being courteous to pupils and other staff members at all times.	
Prompt the pupil to make suitable courteous comments or replies to the other pupils. Compliment the pupil on courteous words or actions.	See Area IX — Home Living See Area V — Self Care and Personal Health — Good Habits of Eating
Eat lunch with the pupils and teach manners by example.	Child-size play house, furniture, flexible family group figures
Dramatize "Goldilocks and the Three Bears" and "Little Red Riding Hood" in order to make knocking on doors more meaningful.	Musical Activities for Retarded Children See Area V — Self Care and Personal Health
ily	
Teach the meaning of a family. Discuss what constitutes a family, as, father, mother, sister, brother, and others.	Manipulative family groups. Flannel graph figures, flexible figures, block figures, puppets
Cut out pictures of persons of both sexes and varied ages. Have the pupils find the daddy, the mother, the baby, etc. Use these pictures to assemble a poster depicting the pupil's family.	
Teach each pupil to count and name each of the members of his family.	See Area VIII — Functional Academics
Develop within the pupil the understanding that he is a contributing member of the family.	
Direct play with child-sized furniture, dishes, etc. Actually permit the pupils to wash the dishes using soap and water, sweep the floor, make the beds, set the table, and serve the milk and cookies.	Play house, furniture, dolls, dishes, housecleaning equipment, cookies or crackers, milk, juice, or water.
Suggest simple chores that might be done at home and are comparable to school housekeeping.	
Increase family acceptance by using social graces learned at school.	
Participate and use "Please" and "Thank you," "Come in" and simple table manners. Keep it fun.	See Area IX — Home Living

ACTIVITIES

PROCEDURES

LEARNINGS: Interaction with Family (continued)

Make a very simple chart (pictorial) for the pupil to ta
Record the days he completed one chore such as dr
dishes. Send another chart specifying the task for
week.

LEARNINGS: Exhibition of Acceptable Behavior When Parents or Visitors Visit the Sc

Prepare the pupils for the visit whenever possible. R
on proper procedure of greeting.

When parents arrive, let the pupil greet them, introd
and then return to his place.

Instruct the pupil to return to the task at hand whil
observes.

Help the pupil to feel secure in his school life and e
him to know that he has activities at school which are
ing to his family and which they want to see.

As parents leave, help the pupil by saying something
"Thank you for coming. We hope you will visit us a
soon."

Immediately assign the pupil a task which is of interes

LEARNINGS: Development of Environmental Security Through Providing Functional

Teaching the function of public servants

Teach the pupils about the need for each of the public

Use filmstrips, community helper manipulative figu
tures, actual visits by policemen, firemen, and postme
the pupil know who they are and what they do.

Stress the fact that each community helper wants to
community safe and that the pupil must feel free to as
these uniformed men for help whenever it is needed.

LEARNINGS: Development of Respect for the Other Community Services

Teaching the use of the telephone and the importance of the postal service

Keep toy telephones in the play house for free pla
stimulate conversation.

Give pupils experience with a discarded real telephon
sible.

Give practice in answering the telephone by saying
I'll call mommie."

INTERPERSONAL RELATIONS

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
y (continued)	
ake a very simple chart (pictorial) for the pupil to take home. ecord the days he completed one chore such as drying the ishes. Send another chart specifying the task for the next eek.	See Area VIII — Functional Academics "Now I Look" John Day Company
le Behavior When Parents or Visitors Visit the School	
repare the pupils for the visit whenever possible. Role play n proper procedure of greeting.	Home visit, school visit.
Vhen parents arrive, let the pupil greet them, introduce them nd then return to his place.	
nstruct the pupil to return to the task at hand while parent bserves.	
lelp the pupil to feel secure in his school life and encourage im to know that he has activities at school which are interestng to his family and which they want to see.	
s parents leave, help the pupil by saying something such as, Thank you for coming. We hope you will visit us again real oon."	
nmediately assign the pupil a task which is of interest to him.	
onmental Security Through Providing Functional Experiences With Public Servants	
each the pupils about the need for each of the public servants.	See Area IX — Home Living
Jse filmstrips, community helper manipulative figures, picures, actual visits by policemen, firemen, and postmen to help he pupil know who they are and what they do.	Community helpers, block figures, puppets, flannel graph, puzzles, puppet playmates.
tress the fact that each community helper wants to keep the ommunity safe and that the pupil must feel free to ask each of hese uniformed men for help whenever it is needed.	
t for the Other Community Services	
Keep toy telephones in the play house for free play and to timulate conversation.	Real telephone, toy telephone
ive pupils experience with a discarded real telephone, if posible.	
ive practice in answering the telephone by saying, "Hello, ll call mommie."	Put-together toys: Telephone, mailbox

INTERPERSONAL RELATIONS

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Development of Respect for the Other Community Services (continued	
	Teach the pupil that the telephone is not a toy.
	Stress the fact that mail is important and belong son to whom it is addressed.
	Show various pieces of mail and discuss how it and to whom it belongs.
	Follow this by stressing the fact that the pupil s disturb the mail belonging to anyone else.
	Show pupils how to address "Get Well" and "Than Permit different pupils to stamp and mail the c above.
	Locate mail boxes while on walks.
	Assign the pupils to go as a group to bring in the
	Ask the pupils to ask their parent's permission to mail, being sure to put it in a specific place.
	In a Parent Teacher meeting, inform the parents struction to the pupils regarding the telephone a and ask for their support.
Understanding commercial services	Study pictures of fresh and canned foods.
	Send two or three primary pupils with an adult s visit a local business place. Insist on acceptable be
	Set up play stores in the classroom.
	Direct play carefully. Convey to the pupil that played belong to the store and are not to be taken for.
	Schedule field trips after careful planning. Have a pose for each trip. Talk about the trip before it i cuss money, time, etc.
LEARNINGS: Functional Experiences with Local Recreation Facilities	
Experiencing play in public recreation areas	Point out and discuss local recreation areas wh or school excursions.
	Send two or three pupils with an adult supervis recreation area to observe and to learn acceptab

INTERPERSONAL RELATIONS

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
pect for the Other Community Services (continued)	
Teach the pupil that the telephone is not a toy.	
Stress the fact that mail is important and belongs to the person to whom it is addressed.	
Show various pieces of mail and discuss how it is addressed and to whom it belongs.	
Follow this by stressing the fact that the pupil should never disturb the mail belonging to anyone else.	
Show pupils how to address "Get Well" and "Thank you" cards. Permit different pupils to stamp and mail the cards written above.	
Locate mail boxes while on walks.	
Assign the pupils to go as a group to bring in the school mail.	
Ask the pupils to ask their parent's permission to bring in the mail, being sure to put it in a specific place.	
In a Parent Teacher meeting, inform the parents of your instruction to the pupils regarding the telephone and the mail and ask for their support.	
Study pictures of fresh and canned foods.	Food pictures, play food Peabody Language Development Kit Fresh and canned foods
Send two or three primary pupils with an adult supervisor to visit a local business place. Insist on acceptable behavior.	
Set up play stores in the classroom.	
Direct play carefully. Convey to the pupil that articles displayed belong to the store and are not to be taken unless paid for.	
Schedule field trips after careful planning. Have a specific purpose for each trip. Talk about the trip before it is taken. Discuss money, time, etc.	Real money See Area VIII — Functional Academics — Section Money
nces with Local Recreation Facilities	
Point out and discuss local recreation areas while on walks or school excursions.	
Send two or three pupils with an adult supervisor to a local recreation area to observe and to learn acceptable behavior.	

INTERPERSONAL RELATIONS

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Functional Experience with the Local Recreation Facilities (continue	
	Teach correct playground behavior on the scho Stress the fact that the same behavior must be fo lic playgrounds such as, the neighborhood park.
	Teach procedures of undressing, dressing, and directions of the lifeguard, etc.
LEARNINGS: Functional Experience with the Patriotic and Religious Norms	
Recognizing the American flag and the principle for which it stands	Display the flag always.
	Begin every school day with some activity built can flag, usually the Pledge of Allegiance.
	Repeat the Pledge of Allegiance clearly and slo pupils, for the most part, will only make pleasu tion and respond by emulating the teacher's po
	Have one pupil hold the flag while others sta hand over the heart, and look at the flag. Prai Teach the young pupil to say, "This is my flag. I and blue. I love my flag. I love my country." Ride around town on days when flags are or and look for flags.
Recognizing prayer and responding to prayer in an acceptable manner	Explain the meaning of prayer.
	Command the attention of each pupil before sa
	Say a simple grace before eating.
	Ask the pupils to attempt to say it in unison an attitude of reverence while grace is being said.
	Teach the pupils to wait until grace has been sai ing to eat or drink.
	Urge the pupils to remain quiet while others p
Participating in a limited way in the festivities connected with patriotic, religious, and traditional holidays.	Plan a school party for each holiday.
	Let each pupil display something.
	Decorate the room with seasonal decorations.
	Use art work done by the pupils. Convey to the complishment.

INTERPERSONAL RELATIONS

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
e with the Local Recreation Facilities (continued)	
Teach correct playground behavior on the school playground. Stress the fact that the same behavior must be followed at public playgrounds such as, the neighborhood park.	
Teach procedures of undressing, dressing, and following the directions of the lifeguard, etc.	
e with the Patriotic and Religious Norms	
Display the flag always.	American Flag
Begin every school day with some activity built on the Amercan flag, usually the Pledge of Allegiance.	
Repeat the Pledge of Allegiance clearly and slowly while the pupils, for the most part, will only make pleasurable vocalization and respond by emulating the teacher's posture.	
Have one pupil hold the flag while others stand erect, right hand over the heart, and look at the flag. Praise effort. Teach the young pupil to say, "This is my flag. It is red, white, and blue. I love my flag. I love my country." Ride around town on days when flags are ordinarily flown and look for flags.	Note: Each classroom in the school should have a flag. Do not let the children play with it. Fly the school flag every day except in inclement weather.
Explain the meaning of prayer.	
Command the attention of each pupil before saying a prayer.	
Say a simple grace before eating.	Puzzle: "We Say Grace"
Ask the pupils to attempt to say it in unison and to assume an attitude of reverence while grace is being said.	
Teach the pupils to wait until grace has been said before starting to eat or drink.	
Urge the pupils to remain quiet while others pray.	
Plan a school party for each holiday.	
Let each pupil display something.	See Area VII — Fine Arts Creative Development
Decorate the room with seasonal decorations.	
Use art work done by the pupils. Convey to them pride in accomplishment.	

ACTIVITIES	PROCEDURES
LEARNINGS: Functional Experience with the Patriotic and Religious Norms (c	
	Visit gaily decorated areas in your hometown points of interest to the attention of the pupi store windows, Nativity scenes, or a live Santa
	Take a bus ride to these points of interest.
	Check on bus behavior.

INTERPERSONAL RELATIONS

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
ience with the Patriotic and Religious Norms (continued)	
Visit gaily decorated areas in your hometown and call such points of interest to the attention of the pupils as decorated store windows, Nativity scenes, or a live Santa Claus.	Durable tree, decorations, pumpkin, boiled eggs, non-toxic dye
Take a bus ride to these points of interest.	
Check on bus behavior.	

INTERPERSONAL RELATIONS

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Development of Self-Awareness and His Importance as a Useful Individual	
Recognizing and expressing pupil's own identity	Have each pupil find himself in a group photograph.
	Use the story "The Magic of Moveable Melvin."
	Give each pupil a copy of Melvin and identify each body
	Have each pupil make silhouetts, coloring hair, eyes, et
	Ask him to point out his own silhouette among others.
	Arrange and discuss body parts.
	Permit the pupils to complete puzzles showing people.
	Use film and record **Developing Body Image and Motor C**
	Discuss the film and body image.
	Discuss the meaning of the worth of the individual.
	Build up within each pupil a feeling of personal worth.
	Tell stories, inserting a pupil's name to help him feel imp
	Create a classroom atmosphere that allows each pupil t that he is important to the teacher and is missed when a
	Use a room task chart showing the task to which each p assigned.
	Prepare a bulletin board showing each pupil's class wo

INTERPERSONAL RELATIONS

INTERMEDIATE

PROCEDURES

ent of Self-Awareness and His Importance as a Useful Individual

ng

Have each pupil find himself in a group photograph.

Use the story "The Magic of Moveable Melvin."

Give each pupil a copy of Melvin and identify each body part.

Have each pupil make silhouetts, coloring hair, eyes, etc.

Ask him to point out his own silhouette among others.

Arrange and discuss body parts.

Permit the pupils to complete puzzles showing people.

Use film and record **Developing Body Image and Motor Control.**

Discuss the film and body image.

Discuss the meaning of the worth of the individual.

Build up within each pupil a feeling of personal worth.

Tell stories, inserting a pupil's name to help him feel important.

Create a classroom atmosphere that allows each pupil to feel that he is important to the teacher and is missed when absent.

Use a room task chart showing the task to which each pupil is assigned.

Prepare a bulletin board showing each pupil's class work.

MATERIALS & EQUIPMENT

Camera
Composite school pictures
Snapshots of school activities
Newspaper clippings
See Area V — Self Care and Personal Health

Filmstrip projector, newsprint
Crayons
Songs: "Fingers, Nose, and Toes"
"Join Into the Game"
"See Me"

Charts
Bulletin Boards
Interest Centers
Individual copies of seat work
Filmstrip and record:
Developing Body Image and Motor Control — Eye Gate

Story: "Just Like Me" by Scott Foresman
"Like Me" Childcraft No. 1

See Area V — Self Care and Personal Health

See Area X — Vocational Preparation

Tag Board
Magic Marker
Pictures

See Area VII — Fine Arts — Music
Songs: "Put Your Finger In the Air"
"M is for Mary"
"Greeting Song"
"Everybody"

INTERPERSONAL RELATIONS

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Awareness of Right and Wrong	
Developing understanding of right and wrong	Have a group discussion of right and wrong behavi Role play showing right and wrong behavior.
LEARNINGS: Awareness of the Differences Between Acceptable and Unacceptable H	
Teaching awareness of acceptable and unacceptable behavior	Discuss the need to be clean and neat in order to fe Guide the pupils into the realization that he is resp maintaining acceptable habits as, recognition of th blow his nose and asking for help if needed, Making an effort to control drooling by wiping the necessary. Covering the mouth when sneezing. Being conscious of the fact that the face is dirty, h or clothing is torn and doing something about it an Boys being conscious of an open fly and returning t room to zip up. Demonstrate correct sitting posture for boys and gi Develop an approved procedure to express the nee the bathroom.
LEARNINGS: Acquisition of Some Degree of Work Sophistication	
Developing a program to assist in the acquisition of good work habits	Use a card indicating simple directions of a work for each pupil. Be realistic in the assignment of tasks for the pup tasks which are within the reach of the pupil and rewarding to him when completed.

INTERPERSONAL RELATIONS

INTERMEDIATE

	PROCEDURES	MATERIALS & EQUIPMENT
f Right and Wrong		
of	Have a group discussion of right and wrong behavior. Role play showing right and wrong behavior.	Charts to post rewards See Area VII — Fine Arts — Role Playing See Area V — Self Care and Personal Health — Self-Discipline See Area VII — Functional Academics See Area II — Language Development See Area X — Vocational Preparation
f the Differences Between Acceptable and Unacceptable Habits		
pt- avior	Discuss the need to be clean and neat in order to feel right.	Books
	Guide the pupils into the realization that he is responsible for maintaining acceptable habits as, recognition of the need to blow his nose and asking for help if needed,	Mirrors Tissues Songs
	Making an effort to control drooling by wiping the chin when necessary. Covering the mouth when sneezing. Being conscious of the fact that the face is dirty, hair mussed, or clothing is torn and doing something about it and, Boys being conscious of an open fly and returning to the bathroom to zip up.	Wash cloths Soap Filmstrip: "We Get Ready for School" See Area V — Self Care and Personal Health — Good Grooming
	Demonstrate correct sitting posture for boys and girls.	See Area X — Vocational Preparation — Primary Section Zipper and Button Boards Shoe model, picture
	Develop an approved procedure to express the need to go to the bathroom.	See Area X — Vocational Preparation (Primary)
f Some Degree of Work Sophistication		
ssist vork	Use a card indicating simple directions of a work assignment for each pupil.	Pegboards Puzzels
	Be realistic in the assignment of tasks for the pupils. Assign tasks which are within the reach of the pupil and which are rewarding to him when completed.	Sorting: By size, by color Sewing cards, stringing beads Wrapping boxes, Primary Work Bench

INTERPERSONAL RELATIONS

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Acquisition of Some Degree of Work Sophistication (continued)	
	Gradually progress to more difficult assignments
	Develop regulations to be followed by each pupil as, 1. Following through to completion on assigned or tasks 2. Working quietly at his own task without unne talking 3. Listening to directions before acting 4. Putting away equipment and supplies before g another task 5. Acquiring self-discipline and stability in routine
	Use cooperative clean-up routine which is well unders each pupil. Expect each pupil to do his share.
	Insist on a clean neat classroom
	Occasionally change the routine in such a way that i joyable to the pupils.
LEARNINGS: Group Behavior Interaction With School Personnel	
Learning to know school personnel and their services	Discuss the need for personnel other than teachers.
	Explain the services rendered by each one.
	Teach the pupils to call all school personnel by nam Mr., Miss, or Mrs.
	Greet and respond to school personnel.
	Provide opportunities for the pupils to do this. Expe responses to others.
	Encourage pupils to seek aid from other personnel.
	Have a Mother's Tea.
	Teach the pupils how to greet guests.
	Visit another classroom and invite other classrooms t
LEARNINGS: Development of Respect for and Not Fear of Persons in Authority.	
Teaching pupils to respect and not fear those in authority	Request other personnel to visit the class at intervals the pupils will learn to accept them as friends.

INTERPERSONAL RELATIONS

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
Some Degree of Work Sophistication (continued)	
Gradually progress to more difficult assignments	See Area IX — Home and Community Living
Develop regulations to be followed by each pupil as, 1. Following through to completion on assigned or chosen tasks 2. Working quietly at his own task without unnecessary talking 3. Listening to directions before acting 4. Putting away equipment and supplies before going to another task 5. Acquiring self-discipline and stability in routine change	Book: **Listen and Help Tell the Story** by Carlson Records, songs, finger plays, games, Educational Rhythmics, "Imitation," "The Stairs." Job Chart See Area VII — Fine Arts, Music Section
Use cooperative clean-up routine which is well understood by each pupil. Expect each pupil to do his share.	See Area VII — Fine Arts, Music Section
Insist on a clean neat classroom	
Occasionally change the routine in such a way that it is enjoyable to the pupils.	Calendar Clock See Area VII— Fine Arts
r Interaction With School Personnel	
Discuss the need for personnel other than teachers.	Filmstrip and Record **Lucky Learns to Share** **Jim Learns Responsibility**
Explain the services rendered by each one.	
Teach the pupils to call all school personnel by name using, Mr., Miss, or Mrs.	
Greet and respond to school personnel.	
Provide opportunities for the pupils to do this. Expect polite responses to others.	See Area VII — Fine Arts — Role Playing Section
Encourage pupils to seek aid from other personnel.	Available money, parental help
Have a Mother's Tea.	
Teach the pupils how to greet guests.	
Visit another classroom and invite other classrooms to visit.	
f Respect for and Not Fear of Persons in Authority.	
d Request other personnel to visit the class at intervals so that the pupils will learn to accept them as friends.	

INTERPERSONAL RELATIONS

INTERMEDIATE

LEARNINGS: Development of Respect for and Not Fear of Persons in Authority (continued)

ACTIVITIES	PROCEDURES
	Give the pupils an opportunity to help other adults in man tasks around the school.
	Urge the pupils to ask for help from other adults when help i needed.
	Teach the pupils to obey adults as a matter of course.
	Teach the pupils to express affection in an acceptable way, as, use of proper language.
	Do not permit kissing or touching.
	Teach the boys to shake hands on appropriate occasions.
	Teach the pupils to give compliments to others.
	Teach the pupils to accept compliments graciously with a "Thank you" or some other pleasantry.

LEARNINGS: Willingness to Share Teacher's Time and Attention With Others

Providing experiences in sharing attention	Be careful to give all pupils equal time and attention.
	Greet children individually as they arrive and say good-by t each one when he leaves.
	Provide experiences where each pupil has a turn in receivin attention.
	Teach the pupils not to interrupt when anyone is talking.
	Give praise to pupils when they have earned it.

LEARNINGS: Development of Ability to Run Errands and Carry Messages to and From School

Providing experiences in carrying messages	Discuss the importance of being chosen to run an errand or t carry a message.
	Point out the fact that a messenger must be trustworthy, tha he must listen to and follow directions.
	Practice sending messages among the pupils within the classroom with materials or messages.
	Vary the procedure by sending verbal messages at one tim and written messages at another.
	Instruct each messenger that he must be business-like by walking down the hall quietly and entering the room quietly.

INTERPERSONAL RELATIONS
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
ct for and Not Fear of Persons in Authority (continued)	
ive the pupils an opportunity to help other adults in many asks around the school.	
rge the pupils to ask for help from other adults when help is eeded.	Margaret Hudson's Monograph
each the pupils to obey adults as a matter of course.	
each the pupils to express affection in an acceptable way, as, se of proper language.	
o not permit kissing or touching.	
each the boys to shake hands on appropriate occasions.	
each the pupils to give compliments to others.	
each the pupils to accept compliments graciously with a hank you" or some other pleasantry.	
eacher's Time and Attention With Others	
e careful to give all pupils equal time and attention.	
reet children individually as they arrive and say good-by to ach one when he leaves.	
rovide experiences where each pupil has a turn in receiving ttention.	
each the pupils not to interrupt when anyone is talking.	
ive praise to pupils when they have earned it.	
to Run Errands and Carry Messages to and From School Personnel	
iscuss the importance of being chosen to run an errand or to arry a message.	Job charts Arm bands Teacher cooperation is necessary
oint out the fact that a messenger must be trustworthy, that e must listen to and follow directions.	
ractice sending messages among the pupils within the class-oom with materials or messages.	See Area V — Self Care and Personal Health
ary the procedure by sending verbal messages at one time nd written messages at another.	See Area X — Vocational Preparation.
nstruct each messenger that he must be business-like by walking down the hall quietly and entering the room quietly.	

INTERPERSONAL RELATIONS

INTERMEDIATE

ACTIVITIES	PROCEDURES

LEARNINGS: Interaction With Peers — Participates in Group Activities for at Least 15

Teaching pupils to work together

Choose games where all pupils are included, as, circle

Change to parallel play.

Encourage the isolated pupil to select a partner or to a game.

Assign pupils to assist each other in school tasks, as,
  Helping with school work,
  Showing another how to throw a ball,
  Going as a "buddy" with a less capable pupil to follo ection given by a teacher,
  Helping another pupil learn a song,
  Helping prepare the food for the class,
  Putting up crutches for a crippled child if he is u do it himself,
  Hanging up a coat for another pupil, etc.

Remind the pupils that they should help at home.

Point out to the pupils that they must accept help from graciously.

Use the "buddy" system when on a walk or field trip activities.

Provide opportunities for the pupils to perform minor sibilities for the group.

Give practice in taking turns.

Provide a story time when each pupil tells something, brief, to the whole group.

Permit a pupil to check to see that everyone has a tu

Remind a pupil to choose someone who has not had a

Remind each pupil to listen for his name so that he wi when it is his turn.

Teach the pupils to respect the property of others.

Assign a desk, chair, and box for placing small posses the proper place.

Instruct each pupil to keep all of his possessions in th place.

INTERPERSONAL RELATIONS
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
rs — Participates in Group Activities for at Least 15 Minutes	
Choose games where all pupils are included, as, circle games.	Behavior Journals Filmstrip and record **Jim Learns Responsibility**
Change to parallel play.	
Encourage the isolated pupil to select a partner or to choose a game.	
Assign pupils to assist each other in school tasks, as, Helping with school work, Showing another how to throw a ball, Going as a "buddy" with a less capable pupil to follow a direction given by a teacher, Helping another pupil learn a song, Helping prepare the food for the class, Putting up crutches for a crippled child if he is unable to do it himself, Hanging up a coat for another pupil, etc.	
Remind the pupils that they should help at home.	
Point out to the pupils that they must accept help from others graciously.	
Use the "buddy" system when on a walk or field trip. S.V.E. activities.	Filmstrip **A Day At School** S.V.E.
Provide opportunities for the pupils to perform minor responsibilities for the group.	
Give practice in taking turns.	
Provide a story time when each pupil tells something, however brief, to the whole group.	
Permit a pupil to check to see that everyone has a turn.	See Area VII — Fine Arts, Role Playing
Remind a pupil to choose someone who has not had a turn.	
Remind each pupil to listen for his name so that he will know when it is his turn.	
Teach the pupils to respect the property of others.	Rhythm band instruments Records Filmstrip and record **Respect for Property** S.V.E. "New Clothes" American Book Co.
Assign a desk, chair, and box for placing small possessions in the proper place.	
Instruct each pupil to keep all of his possessions in the proper place.	

INTERPERSONAL RELATIONS

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Interaction With Peers -- Participates in Group Activities for at Least 1	
	Instruct the pupils to ask permission to use the others, such as toys and crayons and be sure to r
	Role play. Use the story of "The Three Bears" to i idea of not going into other people's houses unles plain that pupils should sit in their own chairs, n else's.
	Ask each pupil if something he is using belongs
	Instruct the pupils that they must not touch the p another unless permission to do so is granted.
LEARNINGS: Use and Appreciation of Abstract Words	
Developing a program for the understanding and use of abstract words	Use and explain such words as, secret, promise, frien gift, neighbor, Pledge of Allegiance, reward, propert loan, winner, surprise, pretend, and actual.
	Utilize many opportunities inherent to the seasons idays for this learning.
	Make gifts for others.
	Have surprise parties.
	Use a "prize" for a "winner" on occasion.
	Have a show and tell time in which the presentation is
	Tell a pretend story.
	Tell a real story.
LEARNINGS: Acquisition of Expressing Social Habits of Sympathy and Congratulatio	
Developing a program to assist in responding to the feelings of others	Discuss the meaning of "Sympathy" and "Congratul
	Demonstrate ways of expressing reactions to others.
	Teach words or sentences that might be used to exp pathy for or congratulations to others.
	Teach the pupils to write cards expressing sentimen
LEARNINGS: Learning to Control Disinhibited Behavior	
Developing a program to assist in self-control	Through discussion, determine whether or not the pu what is acceptable behavior.

INTERPERSONAL RELATIONS
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT

th Peers — Participates in Group Activities for at Least 15 Minutes (continued)

Instruct the pupils to ask permission to use the property of others, such as toys and crayons and be sure to return them.

Role play. Use the story of "The Three Bears" to illustrate the idea of not going into other people's houses unless asked. Explain that pupils should sit in their own chairs, not somebody else's.

Ask each pupil if something he is using belongs to him.

Instruct the pupils that they must not touch the possessions of another unless permission to do so is granted.

eciation of Abstract Words

Use and explain such words as, secret, promise, friends, prize, gift, neighbor, Pledge of Allegiance, reward, property, share, loan, winner, surprise, pretend, and actual.

Utilize many opportunities inherent to the seasons and holidays for this learning.

Make gifts for others.

Have surprise parties.

Use a "prize" for a "winner" on occasion.

Have a show and tell time in which the presentation is a secret.

Tell a pretend story.

Tell a real story.

Filmstrip and record
Oaktree 7 (all 4)
Word list
Story: "Billy Goes to School"
Puzzle: "Love Thy Neighbor"
See Area VII — Fine Arts — Music and Role Playing

Expressing Social Habits of Sympathy and Congratulations

t Procedures	Materials & Equipment
Discuss the meaning of "Sympathy" and "Congratulations."	Telephone
Demonstrate ways of expressing reactions to others.	See Area VIII — Functional Academics
Teach words or sentences that might be used to express sympathy for or congratulations to others.	See Area II — Language Development
Teach the pupils to write cards expressing sentiments.	

ontrol Disinhibited Behavior

st Through discussion, determine whether or not the pupil knows what is acceptable behavior.

INTERPERSONAL RELATIONS

INTERMEDIATE

ACTIVITIES | PROCEDURES

LEARNINGS: Learning to Control Disinhibited Behavior (continued)

Assist each pupil in maintaining acceptable behavior
  Maintaining consistent attitudes in the classroom,
  Substituting an acceptable activity for an unaccepta
  Permitting a pupil to remove himself from the grou
  he becomes distraught,
  Emphasizing the positive approach in preference
  negative, as, using phrases such as "Close your
  "Fold your hands" instead of "Don't talk" or "Don'

LEARNINGS: Acquisition of the Habit of Being Courteous and Respecting the Feelings

ACTIVITIES	PROCEDURES
Establishing habits of courtesy	Expect and help the pupil to acquire the following "Excuse me," "You're welcome," "No, thank you," "M excused?" "Hello," "Goodbye." Be a good example b these courtesies.

Teach appropriate replies to "How are you?"

Teach the pupils to be thoughtful of others by,
  Picking up things for them,
  Opening and holding door for them,
  Holding a coat for another.

Teach the recipient of the courtesy to reply appropriat

Explain not to crowd in front in a line or a group.

Stress appropriate times for shaking hands.

Role play.

Give the pupils practice taking a place in line.

Commend those pupils who have displayed acts of k courtesy, or self-control.

Teach the pupils elementary table manners, as,
  Sit in an assigned chair,
  Use the napkin and utensils properly,
  Eat slowly and quietly with the mouth closed,
  Ask to have the food passed,
  Wait until the host or leader is seated before b to eat,
  Assume a reverent position if grace is said,
  Do not belch,
  Thank the host or hostess when finished.

INTERPERSONAL RELATIONS
INTERMEDIATE

PROCEDURES

MATERIALS & EQUIPMENT

ol Disinhibited Behavior (continued)

Assist each pupil in maintaining acceptable behavior by,
- Maintaining consistent attitudes in the classroom,
- Substituting an acceptable activity for an unacceptable one,
- Permitting a pupil to remove himself from the group when he becomes distraught,
- Emphasizing the positive approach in preference to the negative, as, using phrases such as "Close your lips" or "Fold your hands" instead of "Don't talk" or "Don't hit."

Habit of Being Courteous and Respecting the Feelings of Others

Expect and help the pupil to acquire the following phrases: "Excuse me," "You're welcome," "No, thank you," "May I be excused?" "Hello," "Goodbye." Be a good example by using these courtesies.

Teach appropriate replies to "How are you?"

Teach the pupils to be thoughtful of others by,
- Picking up things for them,
- Opening and holding door for them,
- Holding a coat for another.

Teach the recipient of the courtesy to reply appropriately.

Explain not to crowd in front in a line or a group.

Stress appropriate times for shaking hands.

Role play.

Give the pupils practice taking a place in line.

Commend those pupils who have displayed acts of kindness, courtesy, or self-control.

Bulletin board

Teach the pupils elementary table manners, as,
- Sit in an assigned chair,
- Use the napkin and utensils properly,
- Eat slowly and quietly with the mouth closed,
- Ask to have the food passed,
- Wait until the host or leader is seated before beginning to eat,
- Assume a reverent position if grace is said,
- Do not belch,
- Thank the host or hostess when finished.

INTERPERSONAL RELATIONS

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Acquisition of the Habit of Being Courteous and Respecting the Feelings of	
	Ask for home cooperation in this activity.
	Send home with each pupil a list of the table manners are being practiced at school.
	Place a "Blue Ribbon" on the table where "good mann pupils" are setting.
	Have a room party. Divide pupils into two groups. Have group entertain. Make Koolaid and serve with cookies.
	Have a Mother's Tea. Invite the mothers to a tea. Writ vitations, decorate tables, prepare simple refreshments.
	Compliment good points of the tea later in discussion gro
LEARNINGS: Interaction with the Family by Recognizing His Family as an Entity and Hi Contributing Member of that Group	
Establishing the basic concept of a family	Discuss the meaning of "family" and the usual membe of a family.
	Manipulate family group figures.
	Ask each pupil to call each family member by name.
	Show a picture of a family.
	Let the pupil point to each picture and say "This is my d His name is ...." "He works ....
	Repeat for each family member.
	Read stories of family life.
	At "Show and tell time," talk about happenings at home
	Mention happenings from newspaper articles.
	Ask the pupils to bring in pictures showing family life.
	Make a scrapbook of pictures showing the family pla sharing, eating, camping, going to church, and helping other.
	Assist the pupils in building a playhouse, naming the r and furnishing them accordingly.
	Discuss the importance of assuming responsibility for re chores at home, as washing dishes, sweeping floors, et

INTERPERSONAL RELATIONS

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
Habit of Being Courteous and Respecting the Feelings of Others (continued)	
Ask for home cooperation in this activity.	
Send home with each pupil a list of the table manners that are being practiced at school.	
Place a "Blue Ribbon" on the table where "good mannered pupils" are setting.	
Have a room party. Divide pupils into two groups. Have one group entertain. Make Koolaid and serve with cookies.	Koolaid Cookies
Have a Mother's Tea. Invite the mothers to a tea. Write invitations, decorate tables, prepare simple refreshments.	Refreshment ingredients Table decorations
Compliment good points of the tea later in discussion groups.	
he Family by Recognizing His Family as an Entity and Himself as a ber of that Group	
Discuss the meaning of "family" and the usual membership of a family.	Loose leaf notebook or a spiral notebook. Pictures of a family.
Manipulate family group figures.	Flannelgraph figures.
Ask each pupil to call each family member by name.	Flexible figures. Block figures.
Show a picture of a family.	Puppets, paper dolls, pictures.
Let the pupil point to each picture and say "This is my daddy. His name is ...." "He works ...."	Book: **Now I Look** **Now I Read** Stories: "Billy and His Family" "In My House" "Peek In"
Repeat for each family member.	
Read stories of family life.	
At "Show and tell time," talk about happenings at home.	
Mention happenings from newspaper articles.	
Ask the pupils to bring in pictures showing family life.	Filmstrips: 7703c-s: Keeping Busy 7702c-s: Family Fun 7704c-s: Helping Mother 7701c-s: Our Family 7705c-s: Brothers and Sisters
Make a scrapbook of pictures showing the family playing, sharing, eating, camping, going to church, and helping each other.	
Assist the pupils in building a playhouse, naming the rooms, and furnishing them accordingly.	
Discuss the importance of assuming responsibility for regular chores at home, as washing dishes, sweeping floors, etc.	

INTERPERSONAL RELATIONS

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Interaction with the Family by Recognizing His Family as an Entity and H Contributing Member of that Group (continued)	
	Keep simple record charts of chores.
	Confer with the parent and ask for cooperation.
	Arrange for a visitation by the parent either to class, t house, or to a school program.
	Prepare the pupils for the parent's visit.
	Involve them actively with the preparations, plans, decor and entertainment.
	Display the work for each pupil.
	Be sure that each pupil has something to show.
	Discuss and practice correct behavior when entert parents.
	After parental visitation, evaluate and decide what can b to make the next visit more enjoyable.
LEARNINGS: Awareness of Basic Community Services (Policeman, Fireman, Postman, Doct	
Recognizing the public services and learning their functions.	Name the basic community helpers and tell the service one renders.
	Help the pupils recognize public servants by showing p of each.
	Match the types of clothing and equipment usually ass with each community helper.
	Make a traffic light.
	Write sentences. Example: The policeman helps us cr street.
	Teach the colors, red, green, and yellow.
	Tell how they are used in traffic.
	Give pupils practice in going across the street at the signal.
	Invite a public servant to visit the school.
	Take a field trip to the fire station.

INTERPERSONAL RELATIONS
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
he Family by Recognizing His Family as an Entity and Himself as a ber of that Group (continued)	
Keep simple record charts of chores. Confer with the parent and ask for cooperation. Arrange for a visitation by the parent either to class, to open house, or to a school program. Prepare the pupils for the parent's visit. Involve them actively with the preparations, plans, decorations, and entertainment. Display the work for each pupil. Be sure that each pupil has something to show. Discuss and practice correct behavior when entertaining parents. After parental visitation, evaluate and decide what can be done to make the next visit more enjoyable.	Charts
Community Services (Policeman, Fireman, Postman, Doctor, Librarian, and Nurse)	
Name the basic community helpers and tell the services each one renders. Help the pupils recognize public servants by showing pictures of each. Match the types of clothing and equipment usually associated with each community helper. Make a traffic light. Write sentences. Example: The policeman helps us cross the street. Teach the colors, red, green, and yellow. Tell how they are used in traffic. Give pupils practice in going across the street at the proper signal. Invite a public servant to visit the school. Take a field trip to the fire station.	Songs: "Who am I?" **Music Activities for Retarded Children** Pieces of equipment Policeman's whistle Policeman's badge Policeman's hat Fireman's hat Postman's hat Toy Doctor's bag Toy Nurse's kit Community Helpers: Flannelgraph Flexible figures Block figures Puppet Playmates Film: "Our Neighborhood"

INTERPERSONAL RELATIONS

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Awareness of Basic Community Services (Policeman, Fireman, Postman, Doct	
	Help the pupils to express appreciation for the visit. Visit a Bookmobile and check out a book.
LEARNINGS: Use of the Telephone as a Tool	
Teaching the use of the telephone	Teach the use of the telephone. Start with the teletrainer and telezonia. Then use a r telephone. Allow a pupil to answer the school telephone occasionally. Answer with the school's name and say, "I'll call ...." Write the home phone number of pupils as they bec acquainted with them. Make a personal telephone book.
LEARNINGS: Appreciation of Commercial Services	
Understanding commercial services	Prepare the pupils for a visit to a restaurant. Role play dining in restaurants. Call attention to what will be expected. Visit and order simple food in a restaurant. Arrange with parents for their child to buy a gift for a na exchange at Christmas time. Arrange to take the pupils to commercial facilities, as, Visit and buy a small toy or gift in a dime store. Visit and purchase a grocery item at the supermarket. Visit the greenhouse. Visit the drugstore, bakery, laundrymat, post office, o drive-in. Discuss learnings obtained at each visit.
LEARNINGS: Functional Experience With Recreational Facilities	
Experiencing play in public recreation areas	Take the pupils to visit public recreational facilities as, bo ing lanes, swimming pool, parks, camping areas, the scenic areas, theaters, museums, etc.

INTERPERSONAL RELATIONS
INTERMEDIATE

PROCEDURES

munity Services (Policeman, Fireman, Postman, Doctor, Librarian, and Nurse) (continued)

› the pupils to express appreciation for the visit.

t a Bookmobile and check out a book.

a Tool

:h the use of the telephone.

t with the teletrainer and telezonia. Then use a real phone.

w a pupil to answer the school telephone occasionally.

wer with the school's name and say, "I'll call ...."

te the home phone number of pupils as they become iainted with them.

e a personal telephone book.

ial Services

›are the pupils for a visit to a restaurant.

: play dining in restaurants.

attention to what will be expected.

: and order simple food in a restaurant.

ınge with parents for their child to buy a gift for a name iange at Christmas time.

ınge to take the pupils to commercial facilities, as,
isit and buy a small toy or gift in a dime store.
isit and purchase a grocery item at the supermarket.
isit the greenhouse.
isit the drugstore, bakery, laundrymat, post office, or
ive-in.

uss learnings obtained at each visit.

/ith Recreational Facilities

: the pupils to visit public recreational facilities as, bowl- lanes, swimming pool, parks, camping areas, the zoo, ic areas, theaters, museums, etc.

MATERIALS & EQUIPMENT

Helpers:
1. The Mailman
2. The Policeman
3. The Fireman
4. The Librarian

The Jam Handy Organization

Teletrainer
Telezonia
(Bell Telephone Company)
Telephone

INTERPERSONAL RELATIONS

INTERMEDIATE

LEARNINGS: Functional Experience With Recreational Facilities (continued)

ACTIVITIES	PROCEDURES
	Prepare for each of these excursions well. Decide whether it is a place for fun or a place to be quie to listen. In visiting facilities like parks, camping areas, scenic etc., help the pupils to become aware of natural beauty, as, in leaves, trees, flowers, rocks, butterflies, etc. Discuss the care required to keep the facility beautifu the responsibility of all visitors to leave it in good con with no littering or destruction. Take the pupils to a concert. Call attention to the v instruments used. Guide the pupils into listening an preciating the music.

LEARNINGS: Functional Experiences With Patriotic and Religious Norms

ACTIVITIES	PROCEDURES
Recognizing the American Flag and the principle for which it stands.	Teach the pupils the correct way to raise and lower th Vary opening exercises. Do not use the same sequen patriotic activities daily, as pupils need to learn correc ture, words, and responses associated with each. Teach the pupils respect for the flag. Let the pupils take turns in holding the flag and leadi Pledge of Allegiance. Teach the pupils to stand at attention and repeat the of Allegiance in unison. Teach the pupils to sing "America" in unison with ot Organize scouting activities in order to give emphasi reinforcement to teachings concerning love of flag and co

LEARNINGS: Acquisition of Basic Attributes of a Good Citizen

ACTIVITIES	PROCEDURES
Developing the concept of good citizenship	Teach the name of the town in which the school is loca Discuss the name of each pupil's town and state. (In schools there will be pupils from more than one town.) M modified, enlarged road map showing the locations of towns and the roads leading to them. Display the map room and permit each pupil to point out his home tow

INTERPERSONAL RELATIONS

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
c With Recreational Facilities (continued)	
Prepare for each of these excursions well.	
Decide whether it is a place for fun or a place to be quiet and to listen.	
In visiting facilities like parks, camping areas, scenic areas, etc., help the pupils to become aware of natural beauty, such as, in leaves, trees, flowers, rocks, butterflies, etc.	
Discuss the care required to keep the facility beautiful and the responsibility of all visitors to leave it in good condition with no littering or destruction.	
Take the pupils to a concert. Call attention to the various instruments used. Guide the pupils into listening and appreciating the music.	See Area VII — Fine Arts — Music "A Golden Christmas Sing Along" "First Listening Experience" "Nutcracker Suite" "Peter and the Wolf"
es With Patriotic and Religious Norms	
Teach the pupils the correct way to raise and lower the flag.	Large U.S. flag Small U.S. flag Picture of flags Song: "This Flag"
Vary opening exercises. Do not use the same sequence of patriotic activities daily, as pupils need to learn correct posture, words, and responses associated with each.	
Teach the pupils respect for the flag.	
Let the pupils take turns in holding the flag and leading the Pledge of Allegiance.	
Teach the pupils to stand at attention and repeat the Pledge of Allegiance in unison.	
Teach the pupils to sing "America" in unison with others.	
Organize scouting activities in order to give emphasis and reinforcement to teachings concerning love of flag and country.	Boy Scout Manual Girl Scout Manual Scouting equipment Songs: "My Country" "America the Beautiful"
ttributes of a Good Citizen	
Teach the name of the town in which the school is located.	Community road map State road map
Discuss the name of each pupil's town and state. (In many schools there will be pupils from more than one town.) Make a modified, enlarged road map showing the locations of these towns and the roads leading to them. Display the map in the room and permit each pupil to point out his home town.	

INTERPERSONAL RELATIONS
INTERMEDIATE

ACTIVITIES

PROCEDURES

LEARNINGS: Acquisition of Basic Attributes of a Good Citizen (continued)

Display a picture of the President. Write the name
President. Elect a room president and vice-president.
the duties of each officer.

Develop a feeling of responsibility toward keeping
yards, and parks free from litter.

Give practice in putting trash in the specified place
phasize, "Do not be a litter bug."

Emphasize the importance of not going into the yards o
people unless permission is given to do so.

Emphasize these words: "Private property" and "Permi

Teach the boundry of the school yard.

LEARNINGS: Development of Positive Attitudes Toward the Church, Prayer, and Religiou

Recognizing the value of church, prayer, and religious activities

Name the days of the week.

Associate Sunday with Church attendance.

Help the pupils to make a scrapbook with pictures
church buildings in the community.

Let the pupils browse this book at their leisure.

Teach a simple grace, not a poem, that the pupils cou
as an adult as, "Thank you, God, for our food," is suffic

Teach the pupils to assume a proper attitude when pr
being said, as, sitting or standing quietly with hands
lap or at the sides. Do not be rigid in teaching corr
sponses to the saying of grace.

Teach the significance of religious holidays.

Use seasonal activities with songs, stories, and puzzle

Teach appreciation of local observation of patriotic, re
and traditional holidays.

Plan programs to observe the holidays.

Give traditional seasonal holiday parties.

Appoint committees to plan and prepare refreshment
rations, and invitations.

Prepare a word list of words relevant to particular holi

INTERPERSONAL RELATIONS
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
ttributes of a Good Citizen (continued)	
Display a picture of the President. Write the name of the President. Elect a room president and vice-president. Discuss the duties of each officer.	
Develop a feeling of responsibility toward keeping streets, yards, and parks free from litter.	
Give practice in putting trash in the specified places. Emphasize, "Do not be a litter bug."	Song: "This Land Is My Land"
Emphasize the importance of not going into the yards of other people unless permission is given to do so.	
Emphasize these words: "Private property" and "Permission."	
Teach the boundry of the school yard.	
ive Attitudes Toward the Church, Prayer, and Religious Activities	
Name the days of the week.	
Associate Sunday with Church attendance.	Songs
Help the pupils to make a scrapbook with pictures of the church buildings in the community.	Scrapbook Pictures Religious records
Let the pupils browse this book at their leisure.	
Teach a simple grace, not a poem, that the pupils could use as an adult as, "Thank you, God, for our food," is sufficient.	
Teach the pupils to assume a proper attitude when prayer is being said, as, sitting or standing quietly with hands in the lap or at the sides. Do not be rigid in teaching correct responses to the saying of grace.	
Teach the significance of religious holidays.	Pictures
Use seasonal activities with songs, stories, and puzzles.	Songs: "Santa's Stocking" "Wind Through the Olive Trees" "Jingles, The Christmas Clown"
Teach appreciation of local observation of patriotic, religious, and traditional holidays.	
Plan programs to observe the holidays.	Filmstrip **Stories for Special Days** (Filmstrip J)
Give traditional seasonal holiday parties.	
Appoint committees to plan and prepare refreshments, decorations, and invitations.	Puzzles: "Manger Scene" "Our Church" "The Little Choir" "Saying Grace"
Prepare a word list of words relevant to particular holidays.	See Area IX — Home Living — Word List

INTERPERSONAL RELATIONS

ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Development of Self-Awareness	
Developing awareness of dress in the development of personality	Refer to primary and intermediate sections Discuss the different seasons, specific activities, and reasons which determine the correct choice of clothin seasonal, school, work, formal, informal, recreation, an Discuss appropriate dress for different occasions.
LEARNINGS: Reinforcement of Previous Learnings of Individual Interaction in Group	
Learning to work together	Dramatize sharing equipment and possessions. Play games. Teach the pupils to take turns being being followers, and waiting in line. Name those persons who make up the average sch sonnel group. Explain the function of the following: Teacher-in teachers, cook, custodian, supervisors, aids, bus drive Teach the meaning of loyalty. Explain that the success of the school is dependent cooperation of all. Teach the pupils to address all school personnel by th title, Miss, Mrs., Mr. Set the pattern for this procedu Permit the pupils to play the role of various member school personnel, using situations in the classroom, workshop, on the playground, during field trips, on in the taxi, at parties, during recreation, toward g public places, and in rest rooms. Stress the importance of working well with other of the class and of the school.

INTERPERSONAL RELATIONS
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
-Awareness	
Refer to primary and intermediate sections	Area V — Self Care and Personal Health — Good Grooming See Area IX — Home Living — Clothing
Discuss the different seasons, specific activities, and concrete reasons which determine the correct choice of clothing. (Sex, seasonal, school, work, formal, informal, recreation, and color.) Discuss appropriate dress for different occasions.	Filmstrip: "As Others See You" "Grooming for Girls" Charts showing proper attire for different occasions Pictures and articles of clothing Color blends **Peabody Language Development Kit** "The Clothes We Wear" Item No. 23 Instructional Materials, State School for Retarded Children
revious Learnings of Individual Interaction in Group Participation	
Dramatize sharing equipment and possessions.	
Play games. Teach the pupils to take turns being leaders, being followers, and waiting in line.	Oaktree 7 Telephone
Name those persons who make up the average school personnel group.	Television Radio Record Player
Explain the function of the following: Teacher-in-Charge, teachers, cook, custodian, supervisors, aids, bus driver.	See Area II — Language Development
Teach the meaning of loyalty.	
Explain that the success of the school is dependent upon the cooperation of all.	
Teach the pupils to address all school personnel by the proper title, Miss, Mrs., Mr. Set the pattern for this procedure.	Name tags when needed
Permit the pupils to play the role of various members of the school personnel, using situations in the classroom, in the workshop, on the playground, during field trips, on the bus, in the taxi, at parties, during recreation, toward guests, in public places, and in rest rooms.	Stories Area VII — Fine Arts — Role Playing Filmstrip — Manners 8302 "At School" 8303 "At Parties"
Stress the importance of working well with other members of the class and of the school.	8304 "At Play" 8305 "While Visiting"

INTERPERSONAL RELATIONS

ADVANCED

LEARNINGS: Reinforcement of Previous Learnings of Individual Interaction in Group Parti

ACTIVITIES	PROCEDURES
	Invite guest speakers (high school age girls and boys) discuss behavior in public, using for a topic, actual situati experiences as, dining in a restaurant, planning and attendi a party, planning a party for others, going bowling a swimming, riding a bus, a car, a taxi.
	Give opportunity for the pupils to practice the following gene manners: Reply appropriately for gifts Make requests politely Enter into group conversation acceptably
	Assign older pupils to accompany a younger group on a wa or a field trip.
	Discuss the needs of younger students at school and the sponsibility of older pupils to help them.
	Discuss the need to accept constructive criticism, keep promise, and keep a secret.
	Develop the ability of the pupil to respect and admire t work of peers.
	Teach pupils to observe modesty, to respect privacy, and respect their own body.

LEARNINGS: Awareness of Some Responsibilities Which Must Be Rendered at a Scheduled T

ACTIVITIES	PROCEDURES
Practicing assigned work-share responsibilities	Work out a time schedule.
	Provide opportunities for classroom clean-up time, preparati for lunch, daily classroom and school routines, and party a entertainment time.

LEARNINGS: Development of the Ability to Communicate to a Group

ACTIVITIES	PROCEDURES
Enlarging communication skills	Role play in communicating in as many situations as possibl
	Teach the proper method of introduction of friends and fami Demonstrate. Practice.
	Give an opportunity for each pupil to assume the leaders role. Assist him in expressing gratitude for the vote of c fidence from his peer group.

INTERPERSONAL RELATIONS

ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
Previous Learnings of Individual Interaction in Group Participation (continued)	
Invite guest speakers (high school age girls and boys) to discuss behavior in public, using for a topic, actual situation experiences as, dining in a restaurant, planning and attending a party, planning a party for others, going bowling and swimming, riding a bus, a car, a taxi.	8306 "In Public" Flannel board and appropriate pictures
Give opportunity for the pupils to practice the following general manners: Reply appropriately for gifts Make requests politely Enter into group conversation acceptably	Thank-you notes
Assign older pupils to accompany a younger group on a walk or a field trip.	
Discuss the needs of younger students at school and the responsibility of older pupils to help them.	
Discuss the need to accept constructive criticism, keep a promise, and keep a secret.	Record 5-Values "The Best in Children's Literature"
Develop the ability of the pupil to respect and admire the work of peers.	Posters depicting these.
Teach pupils to observe modesty, to respect privacy, and to respect their own body.	See Area X — Vocational Preparation — Primary
Responsibilities Which Must Be Rendered at a Scheduled Time	
Work out a time schedule.	
Provide opportunities for classroom clean-up time, preparation for lunch, daily classroom and school routines, and party and entertainment time.	Room chart listing duties and student names with daily time schedule. Classroom clock-calendar. Duties for committee members.
Ability to Communicate to a Group	
Role play in communicating in as many situations as possible.	See Area VII — Fine Arts — Role Playing
Teach the proper method of introduction of friends and family. Demonstrate. Practice.	Book: **Manners Can be Fun by** Monroe Leaf
Give an opportunity for each pupil to assume the leadership role. Assist him in expressing gratitude for the vote of confidence from his peer group.	

INTERPERSONAL RELATIONS

ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Development of the Ability to Communicate to a Group (continued)	
	Give an opportunity for each pupil to assume the rol lower. Stress the importance of assuming the role grac
	Provide discussion time for various items, such as news items, weather reports, vacation trips, field tri procedures, a story, a movie, or a television program.
	Urge each pupil to participate.
LEARNINGS: Development of Acceptable Posture and Movement	
Practicing correct procedures for posture and movements	Discuss posture in walking, sitting, and standing.
	Demonstrate good posture and demonstrate poor post
	Give the pupils actual practice in walking, sitting, and s
	Permit the class members to evaluate.
	Take a picture of the pupils and show them how th Ask them "Is this the kind of picture you wish to people?"
	Demonstrate the placement of feet and legs in a sit sition, being careful to include arrangement of clothi
LEARNINGS: Interaction With Family	
Developing good family relationships	Discuss family activities.
	Allow the pupils to make suggestions about what can to help at home.
	Guide pupils into setting up some rules for themselve Do all tasks efficiently and cheerfully, Receive guests properly, Offer assistance appropriately.
LEARNINGS: Use of Previously Acquired Techniques to Create Items for Gifts	
Creating items for gifts	Use structured sequential steps.
	Assist pupils in making a scrapbook for a younger pu sick person.
	Teach weaving in frames with loopers and lacing leath and comb cases.

INTERPERSONAL RELATIONS

ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
e Ability to Communicate to a Group (continued)	
Give an opportunity for each pupil to assume the role of follower. Stress the importance of assuming the role graciously.	
Provide discussion time for various items, such as current news items, weather reports, vacation trips, field trips, task procedures, a story, a movie, or a television program. Urge each pupil to participate.	Radio Television Pictures Objects for field trips (Prepare simple word lists for recognition)
cceptable Posture and Movement	
Discuss posture in walking, sitting, and standing. Demonstrate good posture and demonstrate poor posture. Give the pupils actual practice in walking, sitting, and standing. Permit the class members to evaluate. Take a picture of the pupils and show them how they look. Ask them "Is this the kind of picture you wish to show to people?" Demonstrate the placement of feet and legs in a sitting position, being careful to include arrangement of clothing.	Full length mirrors Polaroid camera and film Attainment charts for motivation in these activities Charts made from pictures of some famous person they enjoy seeing or hearing.
amily	
Discuss family activities. Allow the pupils to make suggestions about what can be done to help at home. Guide pupils into setting up some rules for themselves as, Do all tasks efficiently and cheerfully, Receive guests properly, Offer assistance appropriately.	Pictures of cleaning equipment Posters
Acquired Techniques to Create Items for Gifts	
Use structured sequential steps. Assist pupils in making a scrapbook for a younger pupil or a sick person. Teach weaving in frames with loopers and lacing leather crafts and comb cases.	

ACTIVITIES	PROCEDURES
LEARNINGS: Use of Previously Acquired Techniques to Create Items for Gifts (continued)	
	Teach the pupils to apply previously learned sewing techniqu in making a gift.
LEARNINGS: To Help Students Learn to Use Leisure Time Creatively by Providing Ways t	
Providing suggestions for activities of interest to girls and boys	Discuss the availability of locations for activities. Provide many activities such as, parties, indoor and outdo games, picnics, dancing, group singing, which may be pa ticipated in by individuals. Arrange for attendance as a group at baseball games, footba games, theaters, parks. Arrange for participation in community recreation faciliti such as swimming, bowling, golf, girl scout organization boy scout organizations, and hand-craft facilities. Try to involve parents. Attempt to obtain adult sponsors, as, high school groups.
LEARNINGS: Basic Services of Public Accommodations	
Teaching services of public accommodations	Give the pupils first hand information on basic services public accommodation. Arrange for the pupils to visit a post office, to buy a stan and to mail a letter. Have a fire drill. Teach the pupils to recognize and dial the fire departme phone number. Visit the fire department.

INTERPERSONAL RELATIONS
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
cquired Techniques to Create Items for Gifts (continued)	
Teach the pupils to apply previously learned sewing techniques in making a gift.	
earn to Use Leisure Time Creatively by Providing Ways to Develop Social Fulfillments	
Discuss the availability of locations for activities.	
Provide many activities such as, parties, indoor and outdoor games, picnics, dancing, group singing, which may be participated in by individuals.	
Arrange for attendance as a group at baseball games, football games, theaters, parks.	
Arrange for participation in community recreation facilities such as swimming, bowling, golf, girl scout organizations, boy scout organizations, and hand-craft facilities.	
Try to involve parents.	Transportation
Attempt to obtain adult sponsors, as, high school groups.	Appropriate clothing
	Necessary articles to participate in each sport. "Make It Book" McCalls "Do It Book" McCalls Handicrafts for Elementary Schools Pack of Fun Magazines Girl Scout Manual Boy Scout Manual
blic Accommodations	
Give the pupils first hand information on basic services of public accommodation.	
Arrange for the pupils to visit a post office, to buy a stamp and to mail a letter.	
Have a fire drill.	
Teach the pupils to recognize and dial the fire department phone number.	Bell Telephone Equipment available on loan
Visit the fire department.	

INTERPERSONAL RELATIONS

ADVANCED

LEARNINGS: Basic Services of Public Accommodations (continued)

ACTIVITIES	PROCEDURES
	Invite a guest policeman to give a lecture at the s
	Become acquainted with the police.
	Make a simple study of the gas company, water de telephone company, and public library.

LEARNINGS: Recognition and Appreciation of School for Its Value to Each Student

ACTIVITIES	PROCEDURES
Teaching pupils to appreciate school	Teach the pupils to give information to anyone w ask the name of the school, its location, phone nu the name and capacity of all personnel.
	Help the pupils to prepare a statement indicating of the school to each pupil.

LEARNINGS: Modes of Communication

ACTIVITIES	PROCEDURES
Becoming familiar with common modes of communications	Discuss the importance and proper use of the teleph television, telegraph, and newspaper.
	Bring newspapers to school. Show the various se discuss the importance of each.
	Assist the pupils in selecting familiar and most ne phone numbers for personal telephone book.
	Discuss the programs on television that might be to pupils.

LEARNINGS: Location and Use of Functional Commercial Services

ACTIVITIES	PROCEDURES
Developing an understanding of the necessity for commercial services	Make arrangements with local merchants to visit an to make some purchases.
	Take trips where one might receive services for the food, medicine, clothing, haircut, beauty shop, cloth records, furniture, sewing needs, cosmetics, an necessities.

LEARNINGS: Development of an Attitude of Respect for One's Own Religion and the

ACTIVITIES	PROCEDURES
Developing tolerance in religious views	Discuss the meaning of tolerance.
	Arrange for pupils to participate in a project to s someone less fortunate.
	Teach the pupils to be thankful.
	Make the most of "Thanksgiving." It is time to g for our blessings. Give a simple "Thank you" at m

INTERPERSONAL RELATIONS
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
ublic Accommodations (continued)	
Invite a guest policeman to give a lecture at the school.	
Become acquainted with the police.	
Make a simple study of the gas company, water department, telephone company, and public library.	
ppreciation of School for Its Value to Each Student	
Teach the pupils to give information to anyone who might ask the name of the school, its location, phone number, and the name and capacity of all personnel.	
Help the pupils to prepare a statement indicating the value of the school to each pupil.	
ication	
Discuss the importance and proper use of the telephone, radio, television, telegraph, and newspaper.	Paper Pens Brads Telephone book Newspaper and program guides
Bring newspapers to school. Show the various sections and discuss the importance of each.	
Assist the pupils in selecting familiar and most needed telephone numbers for personal telephone book.	
Discuss the programs on television that might be of value to pupils.	
of Functional Commercial Services	
Make arrangements with local merchants to visit and perhaps to make some purchases.	
Take trips where one might receive services for the following: food, medicine, clothing, haircut, beauty shop, clothes cleaned, records, furniture, sewing needs, cosmetics, and shaving necessities.	
Attitude of Respect for One's Own Religion and the Religion of Others	
Discuss the meaning of tolerance.	Refer to **Church's Ministry to the Retarded**
Arrange for pupils to participate in a project to share with someone less fortunate.	
Teach the pupils to be thankful.	
Make the most of "Thanksgiving." It is time to give thanks for our blessings. Give a simple "Thank you" at meal time.	

INTERPERSONAL RELATIONS

ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Development of an Attitude of Respect for One's Own Religion and the Religi	
	Discuss the meaning of different religious practices.
	Stress the fact that our country permits religious freedo
LEARNINGS: Confidence in Self as a Person Who Can Contribute to Someone's Happines	
Developing the feeling of personal worth through helping others	Teach the pupils to make games and other materials could be used by younger classes, siblings, shut-ins, or ot
	Give opportunities for pupils to help one another.
	Explain that some people excell in one thing, some in an
LEARNINGS: Presentation to Students of a Brief and Simple Historical and Geographical	
Assisting in understanding our historical background	Teach simple historical and geographical facts, as, The State capitol is in Jefferson City.
	The national capitol is in Washington, D.C.
	The name of the governor.
	The name of the national president.
	The appearance of the state and national flags.
	The meaning of the stars and stripes.
	The meaning of emblems.

INTERPERSONAL RELATIONS
ADVANCED

PROCEDURES | **MATERIALS & EQUIPMENT**

de of Respect for One's Own Religion and the Religion of Others (continued)

uss the meaning of different religious practices.

ss the fact that our country permits religious freedom.

Person Who Can Contribute to Someone's Happiness

ch the pupils to make games and other materials that d be used by younger classes, siblings, shut-ins, or others.

opportunities for pupils to help one another.

lain that some people excell in one thing, some in another.

Sewing materials
Scrapbook and pictures
Tag boards
Markers
Plywood

of a Brief and Simple Historical and Geographical Background

ch simple historical and geographical facts, as,
State capitol is in Jefferson City.

national capitol is in Washington, D.C.

name of the governor.

name of the national president.

appearance of the state and national flags.

meaning of the stars and stripes.

meaning of emblems.

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Let's Play Together

Let's Have a Rhythm Band

First Listening Experience

Nutcracker Suite

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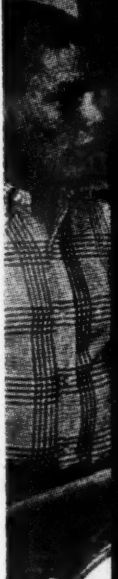

AREA VII FINE ARTS

COMMITTEE

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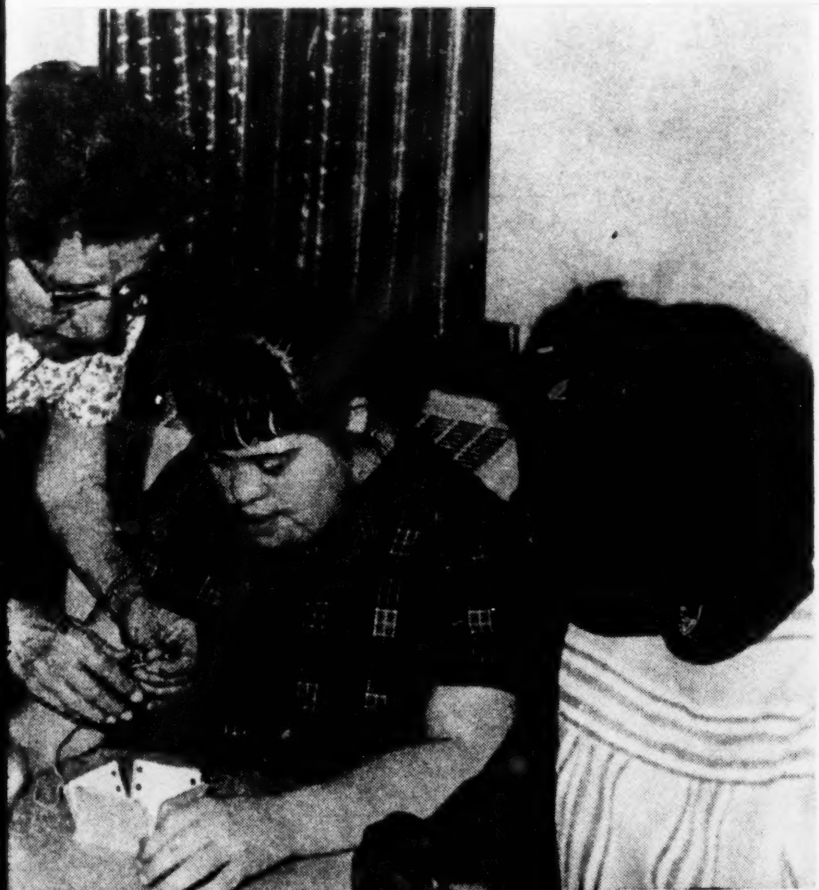
	Ann Wilson	Jefferson City



VII

NE ARTS

TEE

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FINE ARTS

Two of the most important objectives in Fine Arts are participation and enjoyment. A pu
the classroom activities is usually a happy pupil with a sense of security and well being. Howe
place in the classroom without at least a measure of assistance from the teacher. Several of th
to school unsure of themselves and totally unaccustomed to the normal give and take that is so
man beings. The group activities, as outlined in music, art, crafts, and role-playing can be used
their peers but to their environment as well.

In classrooms for the mentally retarded, the two largest groups will usually be the brai
the brain-injured pupil's distractibility, perseveration, disinhibition, perceptual and conceptu
simple. The mongoloid pupil's responses to classroom activities are more like a normal child's –

Although there are many degrees of mental retardation, the trainable pupils are gen
ficulty in developing and interpreting abstract ideas. Since music is the most abstract of the ar
ation and to build from that to the abstract.

One should not be afraid to experiment with various activities after adapting them to th
their expressions clumsy, awkward, or not pertaining to the activities planned for that particula
given on their efforts with reference to adult standards. Instead, encouragement should be give
own level of ability and to provide guide lines that will allow them room to explore, discover, le

Special care should be taken in purchasing art materials and musical instruments, keepi
One criteria for the purchasing of materials and equipment is the label. Read all instructions c
should be used in the classroom. Remember, children have a tendency to taste and chew on
respiratory and heart ailments. Fumes that would not hurt a normal child can be highly dang

MUSIC

It is hoped that all who use this guide will accept it as such as such and implement the
ideas.

GENERAL AIMS

1. To establish improved social development through group participation.
2. To bring about greater self-esteem and security through successful music activities and acc

SPECIFIC AIMS

1. To develope a love for music through singing, rhythms, and listening.
2. To develop physical coordination through rhythmic activities.
3. To strengthen the pupil's ability to listen.
4. To aid in extending the attention span.
5. To aid in developing self-discipline and self-control.
6. To aid in increasing vocabulary and rote learning.
7. To aid in helping the retarded pupil learn the awareness of God's love and protection.
8. To aid in teaching self-awareness.

FINE ARTS

t objectives in Fine Arts are participation and enjoyment. A pupil that is able to take an active part in
y a happy pupil with a sense of security and well being. However, not all pupils are able to assume a
t least a measure of assistance from the teacher. Several of the trainable mentally retarded pupils come
nd totally unaccustomed to the normal give and take that is so necessary for healthy, well-adjusted hu-
, as outlined in music, art, crafts, and role-playing can be used to help these pupils adjust, not only to
ent as well.

tally retarded, the two largest groups will usually be the brain damaged and the mongoloid. Because of
tibility, perseveration, disinhibition, perceptual and conceptual difficulties, the goals should be kept
sponses to classroom activities are more like a normal child's — he is just of much slower development.

degrees of mental retardation, the trainable pupils are generally concrete learners and have dif-
eting abstract ideas. Since music is the most abstract of the arts, it is wise to present a concrete applic-
he abstract.

o experiment with various activities after adapting them to the capabilities of the pupils. One may find
d, or not pertaining to the activities planned for that particular day. However, no criticism should be
nce to adult standards. Instead, encouragement should be given to them to express themselves on their
e guide lines that will allow them room to explore, discover, learn, and grow.

en in purchasing art materials and musical instruments, keeping the pupil's health and safety in mind.
f materials and equipment is the label. Read all instructions carefully. No toxic or poisonous materials
. Remember, children have a tendency to taste and chew on things. Also, some trainable pupils have
umes that would not hurt a normal child can be highly dangerous to them.

MUSIC

e this guide will accept it as such as such and implement the information found here with their own

development through group participation.
steem and security through successful music activities and accomplishments.

through singing, rhythms, and listening.
tion through rhythmic activities.
ty to listen.
ion span.
ipline and self-control.
y and rote learning.
pupil learn the awareness of God's love and protection.
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PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Rote Singing.	
Developing an awareness of the enjoyment of music through the presentation of Rote singing of various types of songs, as,	
Finger Play Songs "Where is Thumpkin"	Use the following steps for teaching singin 1. Sing the entire song to the class several
"Eency Weency Spider" "Mother's Knives and Forks"	2. Have pupils clap to the rhythm. Ex., In count 1-2-3-4 as they clap.
"The Leaves"	3. Read the text. Explain any new or diffic
Question & Answer Songs "Greeting Song" "Who's That Knocking" "Who Am I"	4. Teach the words and melody of the firs second phrase. Go back and sing the first a Next teach the third phrase, fourth phr third and fourth phrases. Sing the ent pupils to join in singing the entire song.
Mother Goose & Nursery Rhymes "Baa, Baa Black Sheep" "Twinkle, Twinkle, Little Star" "Rock-a-bye Baby" "Mary Had a Little Lamb"	5. Review the context of the song as one w Ask questions relating to the text. Please all the pupils will be able to sing an e each of them to sing as much as he ca **effort.**
Action Songs "Farmer in the Dell" "London Bridge" "Mulberry Bush" "Rig-a-Jig Jig" "If You're Happy" "Hokey Pokey"	
Holiday Songs	Dramatize songs. Make them a play game words. Permit the pupils to choose roles.
Halloween "Pumpkin Man" "There Was an Old Witch" "Five Little Pumpkins"	
Thanksgiving "Over the River"	
All songs pertaining to prayer.	

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PROCEDURES	MATERIALS & EQUIPMENT
Use the following steps for teaching singing. 1. Sing the entire song to the class several times.	Birchard Music Series — Kindergarten
2. Have pupils clap to the rhythm. Ex., In 4/4 time, let them count 1-2-3-4 as they clap.	
3. Read the text. Explain any new or difficult words.	
4. Teach the words and melody of the first phrase, then the second phrase. Go back and sing the first and second phrases. Next teach the third phrase, fourth phrase, then sing the third and fourth phrases. Sing the entire song. Ask the pupils to join in singing the entire song.	Music Activities for Retarded Children — Ginglend & Stiles
5. Review the context of the song as one would a short story. Ask questions relating to the text. Please remember that not all the pupils will be able to sing an entire song. Permit each of them to sing as much as he can. Give praise for effort.	
Dramatize songs. Make them a play game by acting out the words. Permit the pupils to choose roles.	This Is Music — 2 Sur, Tolbert, Fisher Music Activities for Retarded Children — Ginglend & Stiles

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ACTIVITIES	PROCEDURES
LEARNINGS: Rote Singing (continued)	
Christmas "Away in a Manger" "Jingle Bells" "Jolly Old Saint Nicholas" "Up on the Housetop"	
Valentine "Valentines" "When You Send A Valentine"	Assist the pupils in making Valentines in class. Dramatize the words to the songs. Permit the pupils to suggest methods of dramatiza Arrange for a visit to another classroom at which ti pils can sing songs and show their valentines.
Easter "It's Easter"	
Seasons "The Leaves" "The Pawpaw Patch"	
Educational Rhythmics **Exercises** "Leaves" p. 102 "The Lovely Tree" p. 207	Follow the directions listed in the book.
Winter "Snow Fun" "The Snow Man"	
Spring "Springtime"	Use songs that pertain to birds, flowers, walks in etc. If possible, take the pupils on short, nature w for concrete examples to be used as visual aids in te songs. Permit pupils to sing during the walk.
God's Love "Do Lord" "Angels Watching Over Me" "God Is Love"	
Patriotic "America" "This Land is Your Land"	
Animal Songs "My Little Puppy" side 5 "Maybe I'll Find a Kitty	Teach the melody and the words, then follow th suggested for actions.

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PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
ued)	
Assist the pupils in making Valentines in class. Dramatize the words to the songs. Permit the pupils to suggest methods of dramatization.	Music Activities for Retarded Children.
Arrange for a visit to another classroom at which time the pupils can sing songs and show their valentines.	
	Singing on Our Way — 2 Ginn
	Birchard Music Series — Kindergarten
Follow the directions listed in the book.	Educational Rhythmics for Handicapped Children — Robins
	Birchard Music Series — Kindergarten
Use songs that pertain to birds, flowers, walks in the woods, etc. If possible, take the pupils on short, nature walks. Look for concrete examples to be used as visual aids in teaching the songs. Permit pupils to sing during the walk.	This is Music — 2
	Music Activities for Retarded Children
Teach the melody and the words, then follow the directions suggested for actions.	Record Series — Sing'N Do Songs, Album #1, Silver Burdette 2

ACTIVITIES	PROCEDURES
LEARNINGS: Rote Singing (continued)	
under the Christmas Tree" side 2. "Barnyard Family"	
Circus "Elephant Song"	Follow directions listed in the book. Create a make believe circus. Let pupils pretend to be circus animals.
LEARNINGS: To Feel and Express Rhythm.	
Presenting activities which will teach pupils to become aware of hearing and feeling the rhythm in the beat as,	
Hand Clapping	Play a record in march rhythm. Demonstrate clapping hands to the rhythm of the beat. Ask pupils to clap hands to the rhythm.
Toe Tapping	Play a record with an accented beat. Demonstrate toe tapping to the rhythm of the beat. Instruct the pupils to sit erect and to tap toes to the rhythm.
Marching	Tie a bright scarf around the pupil's left ankle. If the pupils know their colors, use one color for the left foot and another color for the right foot. Ask the pupils to form a single line, all facing the same direction next to a wall or line of chairs. Permit them to touch the wall or the chairs if they need support. Instruct the pupils to: Ex. Lift red scarf (left foot) Put red scarf down. Lift blue scarf (right foot) Put blue scarf down. Check to make sure that they **bend their knees** and **do not kick out** when they raise their feet.
Marching	As they march in place, (mark time) have them say **"left"** when the left foot hits the floor and **"right"** when the right foot hits the floor. If they become confused, call out colors instead of left and right.

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PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
ed)	
ollow directions listed in the book.	Music Activities for Retarded Children
reate a make believe circus. Let pupils pretend to be circus nimals.	
hythm.	
lay a record in march rhythm. Demonstrate clapping hands o the rhythm of the beat. Ask pupils to clap hands to the hythm.	
lay a record with an accented beat. Demonstrate toe tapping o the rhythm of the beat. Instruct the pupils to sit erect and o tap toes to the rhythm.	
ie a bright scarf around the pupil's left ankle. If the pupils now their colors, use one color for the left foot and another olor for the right foot.	**Records** "Here Comes The Circus Parade" Sing 'N Do Songs, Album I, Side 6
sk the pupils to form a single line, all facing the same di- ection next to a wall or line of chairs. Permit them to touch he wall or the chairs if they need support. nstruct the pupils to: x. Lift red scarf (left foot) Put red scarf down. Lift blue scarf (right foot) Put blue scarf down.	"Slumberland Express" "Parade of The Wooden Soldiers"
heck to make sure that they **bend their knees** and **do not kick ut** when they raise their feet.	Russell Records, TR 324 A
s they march in place, (mark time) have them say **"left"** hen the left foot hits the floor and **"right"** when the right oot hits the floor. If they become confused, call out colors in- tead of left and right.	

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PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: To Feel and Express Rhythm (continued)	
	Do not remove the colored scarfs until it is certain that th have been able to make the mental transfer from colors to l and right. After the pupils have shown progress, add a slow speed rec in march rhythm. Ask the pupils to move forward in time to the beat. Give pupils much actual practice. Present ¾ time and tea the pupils to emphasize the first beat in the measure.
Playing in a rhythm band.	Use only one type of instrument at a time. Start with rhyt sticks. Have pupils count to four. Strike the rhythm sticks toget as they count. If the pupils have difficulty in counting to f and starting again with one, draw a square on the chalkboa Count the sides, then ask the pupils to trace the square w chalk and count the sides. Play a record in 4/4 time and them to count as they listen to the record. Instruct pupils to sit on the floor in a circle formation. Gi each pupil two rhythm sticks. Play a record with a beat medium speed. Ask the pupils to listen to the record then beat the sticks on the floor in time to the rhythm of the reco Demonstrate and give practice. After it is shown that the pupils can beat fairly steady rhyth bring them back to their chairs and replace the sticks w other rhythm band instruments. Continue using the single instrument for time training. Cha the rhythm from fast to slow. Gradually add more instruments and organize a simple rhyt band. Use a single cymbal and/or drum with a majority of one, t or three of the other instruments. Use a simple, short song with a melody that can be eas learned to start the rhythm band.
LEARNINGS: Eye and Hand Coordination	
Teaching eye and hand coordination through the use of Swiss Melody Bells, as,	

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PROCEDURES

ess Rhythm (continued)

Do not remove the colored scarfs until it is certain that they have been able to make the mental transfer from colors to left and right.

After the pupils have shown progress, add a slow speed record in march rhythm.

Ask the pupils to move forward in time to the beat.

Give pupils much actual practice. Present ¾ time and teach the pupils to emphasize the first beat in the measure.

Use only one type of instrument at a time. Start with rhythm sticks.

Have pupils count to four. Strike the rhythm sticks together as they count. If the pupils have difficulty in counting to four and starting again with one, draw a square on the chalkboard. Count the sides, then ask the pupils to trace the square with chalk and count the sides. Play a record in 4/4 time and ask them to count as they listen to the record.

Instruct pupils to sit on the floor in a circle formation. Give each pupil two rhythm sticks. Play a record with a beat in medium speed. Ask the pupils to listen to the record then to beat the sticks on the floor in time to the rhythm of the record. Demonstrate and give practice.

After it is shown that the pupils can beat fairly steady rhythm, bring them back to their chairs and replace the sticks with other rhythm band instruments.

Continue using the single instrument for time training. Change the rhythm from fast to slow.

Gradually add more instruments and organize a simple rhythm band.

Use a single cymbal and/or drum with a majority of one, two, or three of the other instruments.

Use a simple, short song with a melody that can be easily learned to start the rhythm band.

ordination

MATERIALS & EQUIPMENT

Rhythm band sticks or dowl sticks cut in 10" or 12" lengths and sanded.

ACTIVITIES	PROCEDURES
LEARNINGS: Eye and Hand Coordination (continued).	
Reading music by matching colored bells to colored notes.	Present Swiss Melody Bells. Ask eight pupils to st Give each pupil one bell. Arrange the bells in the order that each tone o scale. Have each pupil name the color of his bell. Discuss how each bell is different from the other Each plastic shell is a different color. Each bell inside the plastic shell is either smal than another bell. The lowest tone is the largest bell, the highes smallest bell. Ask each pupil to play the bell he is holding. PROGRESS SLOWLY, BUT ENTHUSIASTICAL Play various tones, one at a time, and ask the pu the bell which matches in tone and color to play Use a separate set of bells and demonstrate playi scale while the pupils listen. Start with the low progress to the highest tone. Ask the pupils to play the bells in order beginn lowest tone. Play the scale again, slowly, and ask the pupils you. Guide the pupils into the realization that t ing the scale by matching tone and color. Let pupils take turns in standing in line and pla Emphasize the difference in pitch by holding the highest tone far up in the air when it is played, with the lowest tone far down when it is played. Give each pupil one complete set of bells. Give sheet of music on which the notes are colored. H pil match a bell to a colored note on the music. Demonstrate by playing the music. Ask the p the music. Ask eight pupils to stand in line arranged in ord of the bells, lowest tone first.

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PROCEDURES

ination (continued).

Present Swiss Melody Bells. Ask eight pupils to stand in a line. Give each pupil one bell.

Arrange the bells in the order that each tone occurs on the scale.

Have each pupil name the color of his bell.

Discuss how each bell is different from the others as,
Each plastic shell is a different color.

Each bell inside the plastic shell is either smaller or larger than another bell.

The lowest tone is the largest bell, the highest tone is the smallest bell.

Ask each pupil to play the bell he is holding.

PROGRESS SLOWLY, BUT ENTHUSIASTICALLY.

Play various tones, one at a time, and ask the pupil who holds the bell which matches in tone and color to play it.

Use a separate set of bells and demonstrate playing the entire scale while the pupils listen. Start with the lowest tone and progress to the highest tone.

Ask the pupils to play the bells in order beginning with the lowest tone.

Play the scale again, slowly, and ask the pupils to play with you. Guide the pupils into the realization that they are playing the scale by matching tone and color.

Let pupils take turns in standing in line and playing.

Emphasize the difference in pitch by holding the bell with the highest tone far up in the air when it is played, and the bell with the lowest tone far down when it is played.

Give each pupil one complete set of bells. Give each pupil a sheet of music on which the notes are colored. Have each pupil match a bell to a colored note on the music.

Demonstrate by playing the music. Ask the pupils to play the music.

Ask eight pupils to stand in line arranged in order of the tone of the bells, lowest tone first.

MATERIALS & EQUIPMENT

Swiss Type Melody Bells.

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ACTIVITIES	PROCEDURES
LEARNINGS: Eye and Hand Coordination (continued).	
	Present an enlarged sheet of music with colored notes. Ask each pupil to read the colored note by playing th which corresponds to the color of the bell he holds.
LEARNINGS: Listening to Stories Set to Music.	
	Choose a record which tells a story and is set to music. Play the record through while pupils sit quietly and lis
Developing importance of listening by providing stories set to music.	Tell the story to the pupils. Use pictures, blackboard, o — any visual aid possible — to help the pupils make crete association with words. Dramatize portions of the story. Play the record again. Ask questions pertaining to the story. Play the record again. Instruct the pupils to listen for specified actions and to their hands when the actions occur. Ask the pupils to repeat the story. If necessary, ask que that can be answered with one or two words to motiva pupils to talk. Play the record again. Let the pupils listen and enjoy they hear.

MUSIC

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
n (continued).	
nt an enlarged sheet of music with colored notes. each pupil to read the colored note by playing the bell corresponds to the color of the bell he holds.	
Music.	
se a record which tells a story and is set to music.	
the record through while pupils sit quietly and listen.	Hans Christian Anderson stories set to music.
the story to the pupils. Use pictures, blackboard, objects y visual aid possible — to help the pupils make a con- association with words.	"Ugly Duckling"
atize portions of the story.	Walt Disney Records Series for Children
the record again.	"Country Mouse"
uestions pertaining to the story.	
the record again.	
uct the pupils to listen for specified actions and to raise hands when the actions occur.	
the pupils to repeat the story. If necessary, ask questions can be answered with one or two words to motivate the s to talk.	
the record again. Let the pupils listen and enjoy what hear.	

MUSIC

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Rote Singing. Reviewing the songs that are familiar to the pupils as,	Review the procedures presented in the Primary section. Play portions or all of the melody of songs previously learned. Have the class identify the songs. Have the class identify songs previously learned from the words, using no melody. If only a small percent of the class remembers the songs, reteach the songs. Concentrate on songs that can be associated with concrete experiences.
Action Songs "Bluebird, Bluebird" "The Bus" "Musical Chairs"	Review Action Songs from the Primary level. Follow the directions listed in the book.
Holiday Songs **Halloween** "Halloween Is Coming" "Jack O'Lantern" "Gobble, Gobble, Gobble"	Review songs from the Primary level.
Thanksgiving "Thanksgiving"	Create a small Thanksgiving setting using cutouts of Pilgrims and Indians as the pupils are taught new songs pertaining to Thanksgiving.
All songs pertaining to prayer. "Thank You, God"	
Educational Rhythmics Exercise "The Woodcutter" Note: This exercise could also be used for cutting Christmas trees.	Follow the directions listed in the book. Let the pupils dramatize the cutting of trees to build log cabins, also the clearing of land to plant crops.
Christmas "Deck the Halls" "Jingle Bells"	Review songs from the Primary level. Teach the class to play the chorus of "Jingle Bells" on the Swiss Melody Bells.

MUSIC

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
Review the procedures presented in the Primary section.	
Play portions or all of the melody of songs previously learned. Have the class identify the songs.	
Have the class identify songs previously learned from the words, using no melody.	
If only a small percent of the class remembers the songs, reteach the songs.	
Concentrate on songs that can be associated with concrete experiences.	
Review Action Songs from the Primary level.	
Follow the directions listed in the book.	"Singing & Rhyming" Ginn BK 3
Review songs from the Primary level.	Music Activities for Retarded Children
Create a small Thanksgiving setting using cutouts of Pilgrims and Indians as the pupils are taught new songs pertaining to Thanksgiving.	
	Music Activities for Handicapped Children, Gingland & Stiles
Follow the directions listed in the book.	Educational Rhythmics for Handicapped Children — Robins
Let the pupils dramatize the cutting of trees to build log cabins, also the clearing of land to plant crops.	
Review songs from the Primary level. Teach the class to play the chorus of "Jingle Bells" on the Swiss Melody Bells.	

ACTIVITIES

PROCEDURES

LEARNINGS: Rote Singing (continued)

"Frosty, the Snowman"
"Rudolph, the Red-Nosed Reindeer"

Valentine
"Saint Valentine's Day"

Easter
"It's Easter"
"At Easter Time"

Seasonal Songs

Autumn
"The Golden Rod Is Yellow"
"Off to the Woods"
"Autumn Leaves Falling"

Winter
"Snowflakes"
"Sleigh Ride"

Spring
"Springtime"

"Two Rabbits"
"Springtime"

"Wise Johnny"
"Spring Has Come"

"Peter Rabbit" (Song Play)	Follow the directions listed in the book.

God's Love
"Angel Band"

"All Night, All Day"
"Get on Board"
"Go Tell It on the Mountain"

Patriotic
"America"
"This Land is Your Land"
"There Are Many Flags in Many Lands"
"America the Beautiful"

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INTERMEDIATE

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PROCEDURES	MATERIALS & EQUIPMENT
	Singing & Rhyming Ginn BK 3
	Music for Retarded Children
	Music in our Town Silver Burdett 2
	Singing & Rhyming Ginn BK 3
	Singing & Rhyming Ginn BK 3
	Singing & Rhyming Ginn BK 3
	This is Music, Sur, Tolbert, Fisher, McCall BK 2
	Music in Our Town Silver Burdette 2
Follow the directions listed in the book.	Birchard Music Series — Kindergarten
	Music Activities for Retarded Children
	Discovering Music Together Follett — Kindergarten
	Singing & Rhyming Ginn BK 3
	Phamplet — "America the Beautiful", Richmond Adv. Reinhold Assoc.

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INTERMEDIATE

LEARNINGS: To Feel and Express Rhythm..

ACTIVITIES	PROCEDURES
Presenting the rhythms found in songs of other nations, as,	Plan a unit of study on the rhythms found in the music of M ico.
"La Raspa"	Teach a simple little hat dance.
"La Jesucita"	Beat rhythm to the syncopated Latin American rhythm.
"Chiapanecas"	Let the pupils create their own dance interpretations.
"Las Posados Songs"	Teach pupils to make shaker instruments or other instr ments in class.
	Teach the pupils to make a pinata. Let the pupils creat party atmosphere.
	Refer to the **Crafts** section for instructions for making instr ments.
Teaching drumming, using	
Group participation or individual performance.	Refer to a drum method instruction book for complete inf mation on teaching percussion.
	Progress slowly, but enthusiastically.
	Remember, for the most part, that there is no attempt to tr professional drummers, but rather an attempt to help ea pupil develop motor coordination.
	Give practice in the repition of slow and **tedious** methodi strokes in order to assist in producing a feeling of security a well being within the pupil.

LEARNINGS: Eye and Hand Coordination.

ACTIVITIES	PROCEDURES
Teaching eye and hand coordination through the use of Swiss Melody Bells.	Review the procedures presented in Primary level. Prov music in 4/4 time with colored notes.
	Provide one set of bells for each pupil and ask them to play directed. Point to each note as it is played.
	Be sure that everyone is ringing the same bell. Have them ten to be sure that the note being played sounds like one n and not like several different notes.
	Teach the value of notes in 4/4 time.

MUSIC

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
ress Rhythm..	
Plan a unit of study on the rhythms found in the music of Mexico.	
Teach a simple little hat dance.	Music Activities for Retarded Children
Beat rhythm to the syncopated Latin American rhythm.	
Let the pupils create their own dance interpretations.	Wood blocks maracas, tambourines
Teach pupils to make shaker instruments or other instruments in class.	
Teach the pupils to make a pinata. Let the pupils create a party atmosphere.	Music in Our Town Silver Burdette 2
Refer to the **Crafts** section for instructions for making instruments.	
Refer to a drum method instruction book for complete information on teaching percussion.	One practice pad and one pair of No. 2B drum sticks for each pupil.
Progress slowly, but enthusiastically.	
Remember, for the most part, that there is no attempt to train professional drummers, but rather an attempt to help each pupil develop motor coordination.	Large table or individual desks.
Give practice in the repition of slow and **tedious** methodical strokes in order to assist in producing a feeling of security and well being within the pupil.	
oordination.	
Review the procedures presented in Primary level. Provide music in 4/4 time with colored notes.	One set of Swiss Melody Bells for each pupil.
Provide one set of bells for each pupil and ask them to play as directed. Point to each note as it is played.	
Be sure that everyone is ringing the same bell. Have them listen to be sure that the note being played sounds like one note and not like several different notes.	Large tables or individual desks.
Teach the value of notes in 4/4 time.	

MUSIC
INTERMEDIATE

ACTIVITIES | **PROCEDURES**

LEARNINGS: Eye and Hand Coordination (continued)

After the pupils can follow the colored notes all the w through a song, go back to the beginning and find the follo ing:

quarter notes ♩ = 1 count
half notes 𝅗𝅥 = 2 counts
whole notes 𝅝 = 4 counts
quarter rests 𝄽 = 1 count
half rests 𝄼 = 2 counts
whole rests 𝄻 = 4 counts

Let each pupil take turns in finding quarter notes, tell w they are and how many counts (beats) each one receives.

Repeat the procedure with half notes, whole notes, qua rests, etc.

Ask the class to go to the chalk board and make the diffe notes on the board.

Have each pupil count the rhythm on an enlarged shee music.

Make sure that he gives each note it's correct value in tim rhythm.

LEARNINGS: Listening to Stories set to Music

Developing the importance of listening by providing interesting stories set to music.

Use the same records as used for Primary level.

Review the stories.

Stress the background music, asking questions such as:
Is it happy or sad?
Fast or slow?
Loud or soft?
Is it march rhythm (4/4) or
Waltz rhythm (3/4)?

If the music used with the story has a melody that the pu can learn and sing, teach the song and let the pupils sing w the record.
Ex. "The Ugly Duckling" song.

MUSIC

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
dination (continued)	
After the pupils can follow the colored notes all the way through a song, go back to the beginning and find the following:	
quarter notes ♩ = 1 count half notes 𝅗𝅥 = 2 counts whole notes 𝅝 = 4 counts quarter rests 𝄽 = 1 count half rests 𝄼 = 2 counts whole rests 𝄻 = 4 counts	
Let each pupil take turns in finding quarter notes, tell what they are and how many counts (beats) each one receives.	
Repeat the procedure with half notes, whole notes, quarter rests, etc.	
Ask the class to go to the chalk board and make the different notes on the board.	
Have each pupil count the rhythm on an enlarged sheet of music.	
Make sure that he gives each note it's correct value in time — rhythm.	
t to Music	
Use the same records as used for Primary level.	Hans Christian Anderson stories set to music.
Review the stories.	"Ugly Duckling"
Stress the background music, asking questions such as: Is it happy or sad?	"Thumblina"
Fast or slow? Loud or soft?	
Is it march rhythm (4/4) or Waltz rhythm (3/4)?	Walt Disney Record Series for Children
If the music used with the story has a melody that the pupils can learn and sing, teach the song and let the pupils sing with the record. Ex. "The Ugly Duckling" song.	"Country Mouse"

MUSIC

ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Rote Singing Continuing the development of an awareness of the enjoyment of music through the presentation of Rote Singing of various types of songs, as,	Review the procedures presented in the Intermediate level.
Action Songs "Hokey Pokey" "Musical Chairs" "The Old Brass Wagon"	Give extra time and thought in selecting songs for th pupils. Choose material which is easy enough for pupils to le not simple to the point of being an insult to their age
Holiday Songs **Halloween** "There Was an Old Witch" "Halloween Is Coming" "Jack O'Lantern" "Five Little Pumpkins" "Goblins and Witches" "The Witch Song" "Trick or Treat"	Look for songs that will provide the pupils with self id ation and association. Discuss the type of songs appropriate for various holid
Thanksgiving "Over The River" "A Morning Hymn" "Thanksgiving" "Indian Harvest"	
Christmas "Joy to The World" "Hark! the Herald Angels Sing" "O Little Town of Bethlehem" "Silent Night" "O Come, All Ye Faithful" "Away In a Manger" "We Wish You a Merry Christmas" "We Three Kings of Orient Are"	
Popular songs of your choice.	
Educational Rhythmics Exercises "The Lord's Prayer"	Follow the directions in the book.

MUSIC

ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
Review the procedures presented in the Intermediate level.	
Give extra time and thought in selecting songs for the older pupils.	
Choose material which is easy enough for pupils to learn, yet not simple to the point of being an insult to their age level.	Silver Burdette BK 3
Look for songs that will provide the pupils with self identification and association.	Music Activities for Retarded Children
Discuss the type of songs appropriate for various holidays.	Ginn BK 3 Silver Burdette BK 4 Silver Burdette BK 3 Ginn BK 3
Follow the directions in the book.	Educational Rhythmics for Handicapped Children — Robins

MUSIC

ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Rote Singing (continued)	
Valentine	
"Saint Valentine's Day"	
"I Have a Little Valentine" "One, He Loves" "Valentines"	
Easter	
"Easter Parade" "Peter Cottontail"	
"Fairest Lord Jesus"	
Seasonal Songs	
Autumn	
"Off to the Woods" "Paw Paw Patch" "Autumn Days" "Hiking Song"	
Winter	
"Give Us the Wintertime" "The Sleighride"	
Spring	
"Little Man in the Woods"	Correlate with Hansel and Gretel
"Spring Garden"	
"I Heard It in the Valley"	
Folk Songs — Cowboy Songs	Discuss the meanings and sources of folk songs a songs.
"Shucking of the Corn" "The Hole in the Bucket" "Old Bonebags" "Dogie Song" "Pick a Bale of Cotton"	Inform the pupil that folk songs range from simple of emotion to long ballads that tell stories about ac and things that really happened.
"I'm Singing in the Saddle" "Goin' to Leave Ol' Texas" "Home on the Range" "She'll be Coming Around the Mountain"	Use visual aids — blackboard, pictures, small repl ered wagons, etc., in presenting the background of Choose songs with care, using those whose melod within one octave and contains no large skips or tervals. Use songs written in the minor key. Teach easy folk dances.

MUSIC
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
	Ginn Bk 3
	Ginn Bk 4
	Sheet Music
	Ginn Bk 6
	Ginn Bk 3
	Silver Burdette Bk 4
	Ginn Bk 5
relate with Hansel and Gretel	Ginn Bk 4
	Ginn Bk 5
uss the meanings and sources of folk songs and cowboy gs.	
rm the pupil that folk songs range from simple expressions motion to long ballads that tell stories about actual people things that really happened.	Silver Burdette Bk 4
visual aids — blackboard, pictures, small replicas of cov- wagons, etc., in presenting the background of folk songs.	Ginn Bk 5
ose songs with care, using those whose melodic range is hin one octave and contains no large skips or difficult in- als. Use songs written in the minor key.	Ginn Bk 6
ch easy folk dances.	

ACTIVITIES	PROCEDURES
LEARNINGS: Rote Singing (continued)	
God's Love	
Hymns and Spirituals "Angel Band" "Angels Watching Over Me" "Do Lord" "God Is Love" "Get On Board" "Go Tell It On The Mountain" "Little David Play on Your Harp" "A Morning Hymn" "Jacob's Ladder" "It's Me, O Lord" "Goin' to Shout" "Swing Low, Sweet Chariot"	Present hymns and spirituals. Point out and study the differences in the rhythm and hymns and spirituals.
Patriotic "America" "America the Beautiful" "Star Spangled Banner" "This Land is Your Land" "There Are Many Flags in Many Lands" "God Bless America" "Battle Hymn of the Republic"	
LEARNINGS: To Feel and Express Rhythm	
Drumming	Review the procedures presented at the Primary and mediate sections.
LEARNINGS: Eye and Hand Coordination	
Teaching eye and hand coordination through the use of Swiss Melody Bells.	Review the procedures presented at the Primary and mediate level. Copy the easiest song the class can play on the blac with chalk. Provide copies of the same song, but with notes. Have the class find quarter notes, half notes, etc., as su in the Intermediate section. Give the following directions: Read the first measure from the colored notes. Read the first measure from the chalkboard.

MUSIC

ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
d)	
esent hymns and spirituals.	
oint out and study the differences in the rhythm and text of ymns and spirituals.	Musical Activities for Handicapped Children — Ginglend & Stiles Silver Burdette 3 Silver Burdette 4 Ginn Bk 5 Ginn Bk 6
hythm	
eview the procedures presented at the Primary and Inter- ediate sections.	
tion	
eview the procedures presented at the Primary and Inter- ediate level.	
opy the easiest song the class can play on the blackboard ith chalk. Provide copies of the same song, but with colored otes.	One set of Swiss Melody Bells for each pupil.
ave the class find quarter notes, half notes, etc., as suggested the Intermediate section.	Large table or individual desks.
ive the following directions: ead the first measure from the colored notes. ead the first measure from the chalkboard.	

MUSIC

ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Eye and Hand Coordination (continued)	
	Read the second measure from the colored notes. Read the second measure from the chalkboard.
	Continue reading colored notes, then notes from the board until the entire song has been completed.
	Choose one pupil to point to the notes as the class pla song and it is being played on the piano.
LEARNINGS: Listening	
Using stories set to music to develop good listening habits.	Introduce children's operas such as "Hansel and Gretel
	Proceed as you did with the Primary and Intermediat
Learning different sounds through listening to the sounds made by various musical instruments.	Introduce the sounds of different musical instruments.
	Bring the instruments to class for demonstration, if pos
	If instruments are not available, use pictures and correlat records. Use large poster type pictures which are usuall able in most music stores.
	Introduce and develop perception of male and female Discuss the differences.
	Develop recognition of some of the easier forms of mu march, waltz, spiritual, hymns, cowboy songs, folk song
	Encourage proper concert listening and behavior.

MUSIC

ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
n (continued)	
the second measure from the colored notes. the second measure from the chalkboard.	
nue reading colored notes, then notes from the chalk- d until the entire song has been completed.	
se one pupil to point to the notes as the class plays the and it is being played on the piano.	
duce children's operas such as "Hansel and Gretel".	Records Hansel & Gretel
ed as you did with the Primary and Intermediate.	Hans Christian Anderson stories.
duce the sounds of different musical instruments.	"Instruments of the Orchestra"
the instruments to class for demonstration, if possible.	"Peter & the Wolf"
truments are not available, use pictures and correlate with ds. Use large poster type pictures which are usually avail- n most music stores.	"William Tell Overture"
duce and develop perception of male and female voices. ss the differences.	"Carnival of the Animals"
op recognition of some of the easier forms of music — h, waltz, spiritual, hymns, cowboy songs, folk songs.	
urage proper concert listening and behavior.	

RECORDS

Tchaikovsky	"Nutcracker Suite"
Mozart	"Eine Kleine Nachtmusic" serenade wri
Debussy	"Children's Corner"
Debussy	"The Golliwogg's Cake-walk"
MacDowell	"Woodland Sketches"
Prokefieff	"Peter and the Wolf" (Orchestral Fairy
Saint-Saens	"Carnival of the Animals"
Grieg	"Peer Gynt Suite" No. 1, Op. 45
Humperdinck	"Hansel and Gretel"
Sullivan	"Gems from the Gilbert-Sullivan Operas"
Sousa	"Stars and Stripes Forever"
Haydn	"Symphony No. 101, in D Major (The
Rossini	"William Tell Overture"
Gershwin	"Rhapsody in Blue"
Ravel	"Mother Goose Suite"
Schumann	"Kinderscenen" (Scenes from Childhood
Debussy	"Clair de Lune"
Bach	"Air on the G String" Suite No. 3
Walt Disney's Story of Hans Christian Anderson in Song and Story	"The Country Cousin"
	Albums 1 — 2 — 3 Bowmar
Songs for Children with Special Needs	"Music of Fritz Kreisler"
Columbia	"Music of Sigmund Romberg"
	"Songs of the South"
	"Songs of the West"
R.C.A. Victor	"Rhythmic Activities"
	"Listening Activities"
Sing 'N Do Co., Inc.,	"Sing 'N Do Songs"
Simon and Schuster, Inc.	"The Syncopated Clock"
Golden Records	"A Child's Introduction to the Orchestra"
	"A Child's Introduction to the Great Com
	"A Child's Introduction to Melody and I of the Orchestra"
Evans, Ruth	"Childhood Rhythms"

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stian Anderson in

Needs

RECORDS

"Nutcracker Suite"
"Eine Kleine Nachtmusic" serenade written for string orchestra
"Children's Corner"
"The Golliwogg's Cake-walk"
"Woodland Sketches"
"Peter and the Wolf" (Orchestral Fairy Tale)
"Carnival of the Animals"
"Peer Gynt Suite" No. 1, Op. 45
"Hansel and Gretel"
"Gems from the Gilbert-Sullivan Operas"
"Stars and Stripes Forever"
"Symphony No. 101, in D Major (The Clock)
"William Tell Overture"
"Rhapsody in Blue"
"Mother Goose Suite"
"Kinderscenen" (Scenes from Childhood)
"Clair de Lune"
"Air on the G String" Suite No. 3
"The Country Cousin"
Albums 1 — 2 — 3 Bowmar Records
"Music of Fritz Kreisler"
"Music of Sigmund Romberg"
"Songs of the South" (Norman Luboff Choir)
"Songs of the West" (Norman Luboff Choir)
"Rhythmic Activities" Vol. I, II, III
"Listening Activities" Vol. I, II, III
"Sing 'N Do Songs" Albums 1, 2, 3, 4, 5, 6
"The Syncopated Clock"
"A Child's Introduction to the Orchestra"
"A Child's Introduction to the Great Composers"
"A Child's Introduction to Melody and Instruments of the Orchestra"
"Childhood Rhythms" Series I, II, III

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ing Series, Silver Burdette Company, Morristown, New Jersey.
d Series, Ginn and Co., Chicago, Illinois.
for Rhythm Band, Elkhart, Indiana: Band Instrument Division, C. G. Conn, Ltdl.
We Sing Series, Chicago 7, Illinois, 1010 West Washington Boulevard.
s), **Growing With Music,** Englewood Cliffs, New Jersey.

ROLE-PLAYING

General Aims:

1. To learn how to adapt to new situat
2. To establish better group relationshi
3. To gain self-confidence.
4. To learn the enjoyment of play.
5. To learn to think abstractly.

Specific Aims:

1. To aid in developing vocabulary.
2. To aid in improving coordination.
3. To aid in understanding one's role i

PHILOSOPHY

Role-playing is creative when the person playing preten acts out a situation. Example is a good teacher. Through role-pl about a pupil's personality, his understanding of word concept ing. The pupil learns through experience.

It is wise to allow the pupil to attempt creative drama an for role-playing which may be expressed by the pupil. It is hop guide, rather than a director of creative drama. The material giv gestion and should be further developed. (There are various other section of the curriculum guide).

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Understanding of Word Concepts and Language Development.	
Presenting activities which will assist in the understanding of words by,	
Pretending to be	Teach the meaning of the word "pretend". Ask pretend that they are ducks. Teach them to wa Teach them to make sounds like ducks.
Ducks	
Horse	Ask the pupils to pretend that they are horses. walk, gallop, and trot like a horse.
Other farm animals	Ask each pupil to choose a farm animal and to is that animal by walking like the animal a sound that animal makes.
Riding in a car	Ask the pupils to pretend that they are riding them to make sounds, and to pretend that the car. Discuss places to go in a car.

ROLE-PLAYING

ims:

1. To learn how to adapt to new situations.
2. To establish better group relationships.
3. To gain self-confidence.
4. To learn the enjoyment of play.
5. To learn to think abstractly.

ims:

1. To aid in developing vocabulary.
2. To aid in improving coordination.
3. To aid in understanding one's role in a group setting.

PHILOSOPHY

-playing is creative when the person playing pretends to be an animal, a person, or
situation. Example is a good teacher. Through role-playing, much may be discovered
ipil's personality, his understanding of word concepts, and his academic understand-
upil learns through experience.

wise to allow the pupil to attempt creative drama and to be alert to the many ideas
ying which may be expressed by the pupil. It is hoped that the teacher would be a
er than a director of creative drama. The material given here is meant only as a sug-
d should be further developed. (There are various suggestions for role-playing in
on of the curriculum guide).

PRIMARY

of Word Concepts and Language Development.

PROCEDURES	MATERIALS & EQUIPMENT
Teach the meaning of the word "pretend". Ask the pupils to pretend that they are ducks. Teach them to walk like ducks. Teach them to make sounds like ducks.	Record — "Childhood Rhythms, #1" by Ruth Evans.
Ask the pupils to pretend that they are horses. Teach them to walk, gallop, and trot like a horse.	
Ask each pupil to choose a farm animal and to pretend that he is that animal by walking like the animal and making the sound that animal makes.	
Ask the pupils to pretend that they are riding in a car. Ask them to make sounds, and to pretend that they are driving a car. Discuss places to go in a car.	"Car Song" — **Songs to Grow On.** by Woody Guthrie — record.

ROLE-PLAYING

PRIMARY

LEARNINGS: Understanding of Word Concepts and Language Development (continued).

ACTIVITIES	PROCEDURES
	Play "Little Airplane". Discuss the action expressed i song. Ask the pupils to perform the action expressed i song as, Taxi round and round take-off fly around land
	Play the record "Dance-a-Story About Balloons." Discus words in the story.
Interpreting a story	Play the record and follow the directions given in the b
	Show pictures as examples of movements.
	Blow up balloons and let the air out for demonstration
	Play the record "Dance-a-Story about Flappy and Fl Follow the instructions on the record.
Dramatizing Seasons	Teach pupils to dramatize: **Fall:** Falling leaves by twirling and falling to the grou
	Spring: Flower blooming by curling up and growing b tending arms and legs.
	Winter: Pretending to be a snow plow and making the of the snow plow.
	Summer: Swimming by pretending to do leg kicks, and arm movements.
Dramatizing familiar stories as, The Three Bears	Read the story or The Three Bears. Permit the pupils to c the role they wish to play. Discuss the words that might be Permit them to dramatize the story the way they wish so. Commend the performance.
"Three Little Pigs"	Proceed as suggested above.
"Billy Goat's Gruff"	Proceed as suggested above.
Acting out a story set to music — "The Sleeping Princess"	Provide the record. Play the record. Follow the instru on the record.
Dramatizing circus animals and people, Tight Rope Walker, Circus Parade, Royal March of the Lions	Provide the record. Play the record. Follow the instru on the record.

ROLE-PLAYING

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
ł Concepts and Language Development (continued).	
lay "Little Airplane". Discuss the action expressed in the ɔng. Ask the pupils to perform the action expressed in the ɔng as, Taxi round and round take-off fly around land	Records — "Songs for Children With Special Needs, Vol. 1"
'lay the record "Dance-a-Story About Balloons." Discuss the ords in the story.	Record — "Dance-a-Story About Balloons"
lay the record and follow the directions given in the book.	
how pictures as examples of movements.	
low up balloons and let the air out for demonstration.	
lay the record "Dance-a-Story about Flappy and Floppy". 'ollow the instructions on the record.	Record — "Dance-a-Story about Flappy and Floppy"
'each pupils to dramatize: **'all:** Falling leaves by twirling and falling to the ground.	
pring: Flower blooming by curling up and growing by extending arms and legs.	
'inter: Pretending to be a snow plow and making the sound the snow plow.	
ummer: Swimming by pretending to do leg kicks, and show m movements.	
ead the story or The Three Bears. Permit the pupils to choose e role they wish to play. Discuss the words that might be used. ermit them to dramatize the story the way they wish to do . Commend the performance.	
roceed as suggested above.	
roceed as suggested above.	
rovide the record. Play the record. Follow the instructions the record.	Record "Singing Games for Primary Grades", #1.
rovide the record. Play the record. Follow the instructions the record.	Record—"The Rainy Day Record" Costume Box* (See Page 213)

ROLE-PLAYING

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Understanding of Word Concepts and Language Development (continued).	
Imitating Scarecrow, birds	Read the story and permit pupils to respond.
Creative play: "Brave Hunter" Dance-a-Story	Provide the record about the "Brave Hunter". Play the Ask the pupils to react.
Indian Story	Permit pupils to make up a story and act it out. Allo for it to be their story.
Teaching about community helpers Policemen Firemen	Show video tape showing a policeman helping pupils a street. Point out the scene of the policeman helping the pupils a street. Discuss the fact that policemen are helpers. Provide video tape showing fireman putting out a fire.
Stressing the pupil's role in family setting	Discuss family membership. Ask the pupils to name the members of his family. Use puppets to represent members of the family. Divide the class into several "families". Assign each pupil a role and let "the family" perform. Give each "family" time to discuss what they will d Suggest a situation for each family if the need arises. Commend the performance.

ROLE-PLAYING
PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
of Word Concepts and Language Development (continued).	
Read the story and permit pupils to respond.	**Speech Drills in the Form of Play,** by Barrows & Case.
Provide the record about the "Brave Hunter". Play the record. Ask the pupils to react.	Record—Dance-a-Story "About the Brave Hunter"
Permit pupils to make up a story and act it out. Allow time for it to be their story.	Costume Box* (See Page 213)
Show video tape showing a policeman helping pupils across a street. Point out the scene of the policeman helping the pupils across a street. Discuss the fact that policemen are helpers.	Hat tree** (See page 213) Video tape — Policeman
Provide video tape showing fireman putting out a fire.	Hat tree** (See page 213) Video tape — Fireman Fred
Discuss family membership.	Television box or stage Puppets to represent family members.
Ask the pupils to name the members of his family.	
Use puppets to represent members of the family.	
Divide the class into several "families". Assign each pupil a role and let "the family" perform.	
Give each "family" time to discuss what they will do.	
Suggest a situation for each family if the need arises.	
Commend the performance.	

ROLE-PLAYING
INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Functional use of Words and Language	
Pantomining home living experiences.	Discuss home situations. Let pupils be creative using their own ideas of ex themselves. Assign two pupils to talk about their own breakfast. Ask pupils to pantomine: frying egg and bacon making a cake ironing a dress or shirt hanging up clothes.
Understanding the role of persons in the school	Let each pupil have a turn at playing teacher. Set u in a semi-circle or have students at their desks. Assign a pupil to the front of the room to act as teach Sit with the students. Permit pupils to react to the performance.
Stressing safety on the bus	Show video tape "Safety on the Bus" Discuss. Permit the pupils to give experience in goo behavior on the bus.
Teaching adaption to new situations	Set up chairs to suggest proper setting of a church. Discuss proper behavior in church during the prayer, singing, and during the sermon.
Visiting the doctor	Set up chairs for a proper setting of a visit to the doc Discuss the purpose of the visit. Assign one pupil to be the doctor and another pupil t patient. Permit pupils to react to the performance.
Shopping for groceries	Set up a store. Discuss all phases of shopping. Prepare a grocery list. Assign a pupil to go to the play store and to purcha from the pupil who is assigned as grocer.
Improving the understanding of time	Use a variable speed record player and speed up a slow it down and have the pupil respond by acting "hurry up" "slow down" "speed up"
Learning to think abstractly	Make flash cards with the name of an emotion on the love, shyness, fear, anger, etc. Let the pupil draw one card. Tell him what emotion is on his card. Then have him react.

ROLE-PLAYING
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
Words and Language	
Discuss home situations. Let pupils be creative using their own ideas of expressing themselves. Assign two pupils to talk about their own breakfast. Ask pupils to pantomime: frying egg and bacon making a cake ironing a dress or shirt hanging up clothes.	
Let each pupil have a turn at playing teacher. Set up chairs in a semi-circle or have students at their desks. Assign a pupil to the front of the room to act as teacher. Sit with the students. Permit pupils to react to the performance.	
Show video tape "Safety on the Bus" Discuss. Permit the pupils to give experience in good or bad behavior on the bus.	Video Tape—"Safety on the Bus"
Set up chairs to suggest proper setting of a church. Discuss proper behavior in church during the prayer, during singing, and during the sermon.	
Set up chairs for a proper setting of a visit to the doctor. Discuss the purpose of the visit. Assign one pupil to be the doctor and another pupil to be the patient. Permit pupils to react to the performance.	Play doctor and nurse kit.
Set up a store. Discuss all phases of shopping. Prepare a grocery list. Assign a pupil to go to the play store and to purchase items from the pupil who is assigned as grocer.	Play grocery shelves checkout counter
Use a variable speed record player and speed up a song or slow it down and have the pupil respond by acting out: "hurry up" "slow down" "speed up"	Variable speed record player.
Make flash cards with the name of an emotion on the card as, love, shyness, fear, anger, etc. Let the pupil draw one card. Tell him what emotion is on his card. Then have him react.	Flash cards

ROLE-PLAYING

ADVANCED

LEARNINGS: Further Development of Language

ACTIVITIES	PROCEDURES
Presenting activities which will assist the pupil in gaining confidence in himself as,	Review the procedures presented in the Primary mediate sections. Present here in more detail.
Developing vocabulary	Inform the pupils that each one will be given an o to tell a story. Allow them plenty of time to think about the story to tell. Suggest a topic for any who do not appear to know Permit each pupil to enact his story. Permit him to choose costumes from the costume Make appropriate masks, if needed. Give praise for the performance.
Using appropriate social behavior	Teach pupils the method of introductions. Assign pupils to act out introductions of Teacher to parent, Friend to parent, Friend to friend.
Gaining self-confidence	Discuss applying for a job. Assign one pupil to be the employer in a sheltered Assign a pupil to apply for a job. Discuss. Show video tape, "Neat Guy". Discuss.
Improving conversational speech	Act as an officer at the draft board. Assign a pupil to act out registering for the draft.
Appropriate social behavior	Assign pupils to role playing in situations such as Girls giving a manicure Boys shaving Teacher visiting in the home Student visiting at a friend's home Boy asking a girl to a dance Boy taking a girl to a chair when the dance is finis

*Costume Box — Each school should have a costume box with many dif role-playing.

**Hat Tree — Have a hat tree with many varied hats for community, h characters.

ROLE-PLAYING
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
Language	
view the procedures presented in the Primary and Inter-diate sections. Present here in more detail.	Masks — refer to Arts and Crafts.
form the pupils that each one will be given an opportunity tell a story. low them plenty of time to think about the story they wish tell. ggest a topic for any who do not appear to know a story. rmit each pupil to enact his story. rmit him to choose costumes from the costume box. ke appropriate masks, if needed. ve praise for the performance.	
ach pupils the method of introductions. sign pupils to act out introductions of acher to parent, iend to parent, iend to friend.	
scuss applying for a job. sign one pupil to be the employer in a sheltered workshop. sign a pupil to apply for a job. scuss. ow video tape, "Neat Guy". scuss.	Video tape — "Neat Guy."
t as an officer at the draft board. sign a pupil to act out registering for the draft.	Refer to vocational section
sign pupils to role playing in situations such as, rls giving a manicure ys shaving acher visiting in the home udent visiting at a friend's home y asking a girl to a dance y taking a girl to a chair when the dance is finished.	

chool should have a costume box with many different items for aying.

hat tree with many varied hats for community, home, and school ters.

ROLE-PLAYING

Materials

Creative Rhythmic Movement for Children

In curriculum library.
(Pages 50-55 gives an excellent example of children's reaction to role-playing. The teacher has used a lesson that includes most of the aims.)

Speech Drills in the Form of Play

In curriculum library

Let's Act the Story

In curriculum library

Educating the Retarded Child

In curriculum library

Creative Dramatics

Association for Childhood Educational International
36.5 Wisconsin Avenue, Northwest
Washington, D.C. 20016

Childhood Rhythms, Series 1, 2, and 3
Ruth Evans Series
Learning Arts
P.O. Box 917
Wichita, Kansas 67201
Price: $5.50

Singing Games for Primary Grades, #1
Bowmar Records
4 Broadway
Vahalla, New York 10595
Price: $5.95

The Rainy Day Record
Bowmar Records

Dance-a-Story About — Balloons
— Little Duck
— Noah's Ark
— Magic Mountain
— Flappy and Floppy
— The Toy Tree
RCA Victor Educational Sales
155 East 24th Street
New York, New York 10010
Price: $2.31 each

RECORDS

Childhood Rhythms, Series 1, 2, and 3, Ruth Evans, Learning Arts, Wichita, Kansas 6720

Singing Games for Primary Grades, #1, Bowmar Records, Vahalla, New York 10595.

The Rainy Day Record, Bowmar Records, Learning Arts, Wichita, Kansas 67201.

Dance-a-Story About — Balloons
— Little Ducks
— Magic Mountain
— Flappy and Floppy
— The Toy Tree

Anne Lief Barlin, music by Paul Schoop, il. Lois Nomas, RCA Victor.

Songs to Grow on by Woody Guthrie, Hoover Brothers, Kansas City, Missouri 64108

ROLE-PLAYING
BIBLIOGRAPHY

Andrews, Gladys, **Creative Rhythmic Movement for Children,** Prentice-Hall, Inc., Englew

Barrows and Case, **Speech Drills in Form of Play,** Expression Company, Magnolia, Mass

Fitzgerald, **Let's Act the Story,** Learon Publishers, Inc., Palo Alto, California.

Koch and Johnson, **Educating the Retarded Child,** Houghton Miflon Co., 1953, Cambridge

Creative Dramatics, **Association for Childhood Education International,** 3615 Wisconsin

RECORDS

, Ruth Evans, Learning Arts, Wichita, Kansas 67201.

., Bowmar Records, Vahalla, New York 10595.

rds, Learning Arts, Wichita, Kansas 67201.

in
loppy

Schoop, il. Lois Nomas, RCA Victor.

Hoover Brothers, Kansas City, Missouri 64108

ROLE-PLAYING

BIBLIOGRAPHY

Movement for Children, Prentice-Hall, Inc., Englewood Cliffs.

orm of Play, Expression Company, Magnolia, Massachusetts.

n Publishers, Inc., Palo Alto, California.

arded Child, Houghton Miflon Co., 1953, Cambridge.

hildhood Education International, 3615 Wisconsin Avenue, Northwest, Washington, D.C. 20016.

FOLK AND SQUARE DANCING

General Aims:

1. To be used as an emotional release.
2. To aid in self-confidence.
3. To learn an activity for which recognition of self can be the community.
4. To aid in learning and reinforcing appropriate social beha

Specific Aims:

1. To improve coordination.
2. To learn word concepts. (right — left, up — down)
3. To enjoy one's self. (proper use of leisure time)
4. To increase knowledge of music.

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Group and Square Dancing.	
Developing enjoyment in group participation through	
Presenting musical games and action songs	Instruct pupils to form a circle. For instructions refer to "Form a Circle", p. 86-87 of **E tional Rhythmics.** Assign one pupil to be "it" and to stand in the middle. Ask "it" to choose an action for "this way and that wa Give him plenty of time to decide the actions he prefer Instruct the other pupils to follow his directions. Present dances such as, "Did You Ever See a Lassie?" Round and Round the Village", or "Mulberry Bush". Instruct the pupils to form a circle. Play record, **Hokey** Ask pupils to listen carefully. Teach the pupils to follo suggestions of "putting parts of the body in". Practice putting in certain parts of the body, as, head, hand, left hand, right foot, left foot, etc. If the pupils know right or left, mark the right foot with one color o and the left foot with another color.

FOLK AND SQUARE DANCING

1. To be used as an emotional release.
2. To aid in self-confidence.
3. To learn an activity for which recognition of self can be gained in the community.
4. To aid in learning and reinforcing appropriate social behavior.

1. To improve coordination.
2. To learn word concepts. (right — left, up — down)
3. To enjoy one's self. (proper use of leisure time)
4. To increase knowledge of music.

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
uare Dancing.	
Instruct pupils to form a circle.	**Singing Games for Primary Grades, #1** — record
For instructions refer to "Form a Circle", p. 86-87 of **Educational Rhythmics.**	**Educational Rhythmics for Mentally and Physically Handicapped Children.**
Assign one pupil to be "it" and to stand in the middle.	
Ask "it" to choose an action for "this way and that way".	
Give him plenty of time to decide the actions he prefers.	
Instruct the other pupils to follow his directions.	
Present dances such as, "Did You Ever See a Lassie?" or "Go Round and Round the Village", or "Mulberry Bush".	Record — **"Singing Games for Primary Grades, #1"**
Instruct the pupils to form a circle. Play record, **Hokey Pokey.**	"Singing Games for Primary Grades, #1"
Ask pupils to listen carefully. Teach the pupils to follow the suggestions of "putting parts of the body in".	
Practice putting in certain parts of the body, as, head, right hand, left hand, right foot, left foot, etc. If the pupils do not know right or left, mark the right foot with one color of yarn and the left foot with another color.	"Basic Concepts Through Dance — Body Image"

FOLK AND SQUARE DANCING

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Group and Square Dancing (continued).	
	Play the record again and permit the pupils to danc music and follow the directions of "putting in part body".
	Give each pupil a chance to suggest a body part to pu out of the circle.
	If simplification of the dance is necessary, instruct pu the dance, wave hands above the head and turn at t time.
	Repeat the dance, often.
	Develop the meaning of the word "partner", similar to "
	Make sure the meaning is understood.
	Assign partners.
	Ask partners to hold hands and to raise hands.
Teaching the basic dance steps	Play the records of the following suggested dances: "Dance of Greeting" "Pussy Cat, Pussy Cat" Follow the instructions on the records.

FOLK AND SQUARE DANCING

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
Dancing (continued).	
Play the record again and permit the pupils to dance to the music and follow the directions of "putting in parts of the body".	
Give each pupil a chance to suggest a body part to put in and out of the circle.	
If simplification of the dance is necessary, instruct pupils to do the dance, wave hands above the head and turn at the same time.	
Repeat the dance, often.	
Develop the meaning of the word "partner", similar to "buddy".	"Let's Square Dance, Album #1".
Make sure the meaning is understood.	
Assign partners.	
Ask partners to hold hands and to raise hands.	
Play the records of the following suggested dances:	Record — "Singing Games for Primary Grades, #2"
"Dance of Greeting" "Pussy Cat, Pussy Cat" Follow the instructions on the records.	

FOLK AND SQUARE DANCING
INTERMEDIATE

ACTIVITIES	PROCEDURES	MAT
LEARNINGS: Group and Square Dancing.		
	Play the record "Old Brass Wagon".	"Son Need
	Follow the instructions on the record.	
	After learning the song from the record, have the pupils think up more verses or actions.	
	Play the record "Shoo Fly".	"Let
	Ask the pupils to be careful when they all go into the circle.	
	Play the record "The Noble Duke of York". Follow the instructions on the record. Play the record "Looby Lou".	"Let "Sin Grad
	Ask the pupils to sing this song while they are dancing, as most of the recordings for this song are very fast.	

FOLK AND SQUARE DANCING
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
ing.	
he record "Old Brass Wagon".	"Songs for Children With Special Needs, Vol. 2".
the instructions on the record.	
learning the song from the record, have the pupils think re verses or actions.	
he record "Shoo Fly".	"Let's Square Dance, #1".
e pupils to be careful when they all go into the circle.	
he record "The Noble Duke of York".	"Let's Square Dance, #1".
the instructions on the record.	
he record "Looby Lou".	"Singing Games for Primary Grades, #1".
e pupils to sing this song while they are dancing, as f the recordings for this song are very fast.	

FOLK AND SQUARE DANCING

ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Group and Square Dancing.	
Teaching basic square dance steps	Review steps presented in the Primary section. Play one of the records of suggested dances: "Hinkey Dinky Parlez Vous" "Red River Valley" "Ten Pretty Girls" "Oh, Susanna" "Duck for the Oyster" Teach pupils to walk through whole dance many times wi out the music. Play the record. Ask the pupils to listen carefully to learn if they can fit dance steps to the music. Play the record again, and permit the pupils to dance. Present the remaining suggested records one at a time a teach each dance. When the class is proficient in performing square dances, vite a local square dance club in for a party. Arrange to squ dance for each other and square dance with each other. D cuss appropriate social behavior.

FOLK AND SQUARE DANCING

A few folk or square dances that may be adapted for use with all boy or g

Primary: Many singing games on this level do not require girl partners.

Intermediate: "Pussy Cat. Pussy Cat"
"Old Brass Wagon"
"Shoo Fly"

Advanced: "Oh, Susanna"
"Ten Pretty Girls" (This is a line dance that c require partners.)

FOLK AND SQUARE DANCING
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
v steps presented in the Primary section.	"Let's Square Dance, #1."
ne of the records of suggested dances:	
ey Dinky Parlez Vous"	"Let's Square Dance, #1."
River Valley"	"Let's Square Dance, #1."
Pretty Girls"	"Basic Concepts Through Dance — (Position in Space)"
usanna"	"Folk Dance, Favorites for Exceptional Children"
for the Oyster"	"Let's Square Dance, #1."
pupils to walk through whole dance many times with- e music.	
ne record.	
ne pupils to listen carefully to learn if they can fit the steps to the music.	
ne record again, and permit the pupils to dance.	
t the remaining suggested records one at a time and each dance.	
the class is proficient in performing square dances, in- local square dance club in for a party. Arrange to square for each other and square dance with each other. Dis- ppropriate social behavior.	Enthusiastic teacher, students who enjoy dancing, and a local club.

FOLK AND SQUARE DANCING

ances that may be adapted for use with all boy or girl classes.

Many singing games on this level do not require boy — girl partners.

te: "Pussy Cat. Pussy Cat"
"Old Brass Wagon"
"Shoo Fly"

"Oh, Susanna"
"Ten Pretty Girls" (This is a line dance that does not require partners.)

FOLK AND SQUARE DANCING MATERIALS

1. **Singing Games for Primary Grades** — Albums 1 and 2
   Bowmar Records, Inc.
   4 Broadway
   Vahalla, New York 10595
   Price: $5.95 each
2. **Singing Games and Folk Dances,** Album 3
   Bowmar Records, Inc.
   4 Broadway
   Vahalla, New York 10595
   Price: $5.95
3. **First Folk Dances — Michael Herman's Folk Dance Orchestra**
   #LMP-1825
   (Illustrated instruction booklet with ideas for varying the dances)
   RCA Victor Educational Sales
   155 East 24th Street
   New York, New York 10010
   Price: $3.10
4. **Let's Square Dance,** Album #1
   RCA Victor LE-3000
   RCA Victor Educational Sales
   155 East 24th Street
   New York, New York 10010
   Price: $2.31
   (Instructions include thorough and simple explanations of basic steps)
5. **Basic Concepts Through Dance** — Position in Space
   EALP603
   Educational Activities, Inc.
   In curriculum library
6. **Basic Concepts Through Dance** — Body Image
   EALP601
   Educational Activities, Inc.
   In curriculum library
7. **Songs for Children With Special Needs,** Vol. 1, 2, and 3
   Learning Arts
   P. O. Box 917
   Wichita, Kansas 67201
8. **Folk Dance Favorites for Exceptional Children**
   Learning Arts
   P. O. Box 917
   Wichita, Kansas 67201
   Price: $5.95
9. **Singing Games for Primary Grades** — Albums 1 and 2
   Bowmar Records, Inc.
   4 Broadway
   Vahalla, New York 10595

FOLK AND SQUARE DANCING

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Gingland & Stiles — **Music Activities for Retarded Children,** Abingdon Press, Nashville, Tenr

Andrews — **Creative Movement for Children,** Prentice-Hall, Inc., Englewood Cliffs, N.J.

Goodnow, Catherine G. — "The Use of Dance in Therapy With Retarded Children", **Journal o**
1968), Number 4, p. 97-102.

Robins, Ferris and Jennet — **Educational Rhythmics for Mentally and Physically Handicappe**
1968.

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r Retarded Children, Abingdon Press, Nashville, Tennessee.

dren, Prentice-Hall, Inc., Englewood Cliffs, N.J.

Dance in Therapy With Retarded Children", **Journal of Music Therapy,** Volume V (December,

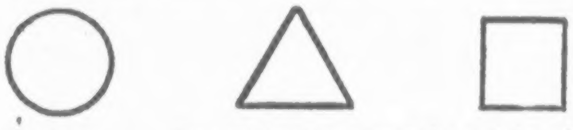
l Rhythmics for Mentally and Physically Handicapped Children, Associated Press, New York,

GENERAL AIMS FOR ARTS AND CRAFT

1. To develop eye-hand coordination; such as, cutting on a line, pasting, and coloring.
2. To develop visual discrimination and coordination of fine muscles.
3. To develop an awareness of size, texture, shape, and color.
4. To create a feeling of satisfaction and success for pupils by creating a useful object.
5. To develop a longer attention span by following directions and participating in organiz
6. To develop workshop skills:
   a. To develop good work habits by finishing a job and cleaning up afterwards.
   b. To develop respect for tools and materials.
7. To develop wise use of leisure time.

ARTS AND CRAFTS

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Basic Principles in Learning Arts and Crafts	
Presenting activities to develop a sequential program in teaching Arts and Crafts, as,	To develop creative expression — tell or make up a to stimulate the imagination of the pupil. Allow for f ing (as scribbling) of newspapers, using the paper late er mache.
Tearing	Direct tearing into simple shapes or forms as, 
Using crayons, pencil and chalk	To teach scribbling — Provide the pupils with chalk or pencil and direct them to use the materials. Give tion and no criticism. Start the directed work with basi giving the pupil much freedom as to sizes and colo Progress to drawing and coloring more complex for as a snow man, three circles, etc. Give the pupils with large simple areas to fill in (coloring books o graphed sheets). In teaching, be sure to include tea names and the concepts of colors.. Permit the pupils iment with chalk and construction paper. Use wet or er. Encourage experimentation with colors on differe Give much praise. Demonstrate design by making esting design or line design with glue on a light ba — let the glue be rather thick in some places. When or in all of the background areas using crayons. The the clear drying glue by rubbing raised parts with of a white crayon. Provide materials to the pupils them time to plan and execute a design.

GENERAL AIMS FOR ARTS AND CRAFTS

uch as, cutting on a line, pasting, and coloring.

coordination of fine muscles.

xture, shape, and color.

d success for pupils by creating a useful object.

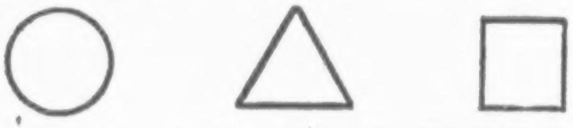
y following directions and participating in organized activities.

inishing a job and cleaning up afterwards.
naterials.

ARTS AND CRAFTS
PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
ning Arts and Crafts	
develop creative expression — tell or make up a story to stimulate the imagination of the pupil. Allow for free tear- g (as scribbling) of newspapers, using the paper later as pap- mache.	Newspaper, tissue paper, construction paper, or any scrap paper

irect tearing into simple shapes or forms as,

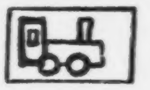
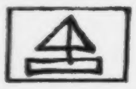
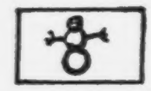
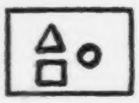


PROCEDURES	MATERIALS & EQUIPMENT
teach scribbling — Provide the pupils with chalk, crayon, pencil and direct them to use the materials. Give no direc- n and no criticism. Start the directed work with basic shapes, ing the pupil much freedom as to sizes and colors used. ogress to drawing and coloring more complex forms, such a snow man, three circles, etc. Give the pupils a picture th large simple areas to fill in (coloring books or mimeo- aphed sheets). In teaching, be sure to include teaching of mes and the concepts of colors.. Permit the pupils to exper- nent with chalk and construction paper. Use wet or dry pap- . Encourage experimentation with colors on different media. ve much praise. Demonstrate design by making an inter- ting design or line design with glue on a light background let the glue be rather thick in some places. When dry, col- in all of the background areas using crayons. Then whiten e clear drying glue by rubbing raised parts with the side a white crayon. Provide materials to the pupils and give em time to plan and execute a design.	Construction paper, newspaper, wall paper (back), news print manilla drawing paper, crayons, chalk — plain or colored, pencils, clear drying glue

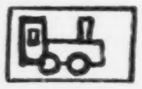
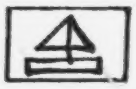
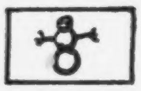
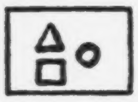
ARTS AND CRAFTS

PRIMARY

LEARNINGS: Basic Principles in Learning Arts and Crafts (continued).

ACTIVITIES	PROCEDURES
Manipulating scissors	Allow pupils to just cut (scribbling), demonstrating the “ shut” movement and the correct fingers to use. Be sure handed pupils have lefty scissors. After the scribbling s give pupils forms to cut which are simple and have wide cu lines such as made with magic markers. Shapes ○△□▭ etc., which are cut out ma used for making pictures by pasting them on construction er in directed or free pasting. Examples:    Save scraps in box for this purpose and allow pupils free a to it. They can become creative with scraps and paste lowed to experiment.
Using tempera, water color, and fingerpaint	Encourage each pupil to use all parts of his hand and Demonstrate how to use the brush and paint, then allow pupil to do free painting (scribbling). Allow a long peri experimentation for the pupil as he learns to manipulat brush and paint. Encourage him to feel free to create paint items he has made, such as clay figures, boats, p hats, etc.
String painting	Demonstrate string painting. Put paint in a container, dip in the string and drop it on p making a design. The pupil may squeeze the string bet two pieces of paper. Permit the pupils to follow this proce
Straw painting	Demonstrate straw painting. Put a drop of paint on the paper and allow the pupil to it into a design. Direct the pupil to cover the paper w a background color and then draw or paint in the details Play a record. Let the pupil paint to music.
Pasting or gluing	Give the pupils a mimeographed sheet of shapes. Have color the shapes and cut them out. Give the pupils a se sheet like the first and have them paste cut out shapes w outlines on the second sheet. 

ARTS AND CRAFTS
PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
in Learning Arts and Crafts (continued).	
Allow pupils to just cut (scribbling), demonstrating the "open shut" movement and the correct fingers to use. Be sure left-handed pupils have lefty scissors. After the scribbling stage, give pupils forms to cut which are simple and have wide cutting lines such as made with magic markers.	Scissors, paper (any kind), materials Double-handed scissors
Shapes ○△□▭ etc., which are cut out may be used for making pictures by pasting them on construction paper in directed or free pasting. Examples:   	
Save scraps in box for this purpose and allow pupils free access to it. They can become creative with scraps and paste if allowed to experiment.	
Encourage each pupil to use all parts of his hand and arm. Demonstrate how to use the brush and paint, then allow each pupil to do free painting (scribbling). Allow a long period of experimentation for the pupil as he learns to manipulate the brush and paint. Encourage him to feel free to create or to paint items he has made, such as clay figures, boats, paper hats, etc.	Tempera, water color, fingerpaint, Newsprint, fingerpaint paper, water color paper, paint shirts — use worn out men's shirts, buttoned in back
Demonstrate string painting. Put paint in a container, dip in the string and drop it on paper making a design. The pupil may squeeze the string between two pieces of paper. Permit the pupils to follow this procedure.	
Demonstrate straw painting. Put a drop of paint on the paper and allow the pupil to blow it into a design. Direct the pupil to cover the paper with a a background color and then draw or paint in the details.	
Play a record. Let the pupil paint to music.	
Give the pupils a mimeographed sheet of shapes. Have them color the shapes and cut them out. Give the pupils a second sheet like the first and have them paste cut out shapes within outlines on the second sheet. 	Paste or glue, paper (any kind), tissue, wallpaper

ARTS AND CRAFTS

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Basic Principles in Learning Arts and Crafts (continued)	
	Draw a simple pattern on paper. Have the pupil punch along outline of pattern with a paper punch. Glue on to contrasting colored paper. Have pupil punch on design.
	Direct the pupils to paste paper clips on to construction paper forming creative designs, or do this with teacher directions, using pieces saved in the scrap box (see cutting).
	Teach the pupils to take a small amount of glue from the container with a toothpick and to use the toothpick as an applicator.
	Teach the pupils to cover cans with paper for use as pencil holders, or use pupil's finger paintings as you would "Adorn".
Manipulating Clay	Give the pupil clay and allow him to just manipulate it (scribble). Permit him to go through the messy stage in order to reach the stage when he can achieve. Encourage the pupil to roll, stretch, pat, pound, squeeze, etc., with clay. Encourage him to make simple shapes as balls, eggs, snakes, etc. As he feels progress and security in handling the clay, encourage him to make simple forms, such as bunny, cat, turtle, bug, etc. Encourage all attempts with praise and motivate the pupil to experiment. Motivate progress by demonstrating making things seen on walks or trips to the grocery, such as fruits, an ashtray for daddy or a vase made with the coil of clay. Permit the pupil to choose the object he wishes to make. Demonstrate jewelry and bead-making by rolling out clay and cutting out shapes, making a hole for stringing, while clay is soft for necklaces. Permit the pupils to make and paint jewelery and beads. Encourage them by praise.
Block printing	Reproducing found objects on paper. Ask pupils to find and bring to school, objects such as sponges, beads, spools, tinker toys, bottle caps, strings, screen, sticks, vegetables. Show block printing done by former pupils. Provide paper and ask the pupil to choose one or more of the objects which he wishes to reproduce. Direct him to dip the bottom or a part of the object in paint and to press it down on the paper for a short time. Demonstrate. Ask him to do this several times, thereby making a design. Permit the pupil to use the paper he has block-printed as wrapping for gifts, for pasting on objects such as orange juice cans or cans for pencil holders. Spray with shellac to preserve.

ARTS AND CRAFTS

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
n Learning Arts and Crafts (continued)	
Draw a simple pattern on paper. Have the pupil punch along outline of pattern with a paper punch. Glue on to contrasting colored paper. Have pupil punch on design.	
Direct the pupils to paste paper clips on to construction paper forming creative designs, or do this with teacher directions, using pieces saved in the scrap box (see cutting).	
Teach the pupils to take a small amount of glue from the container with a toothpick and to use the toothpick as an applicator.	
Teach the pupils to cover cans with paper for use as pencil holders, or use pupil's finger paintings as you would "Adorn".	
Give the pupil clay and allow him to just manipulate it (scribble). Permit him to go through the messy stage in order to reach the stage when he can achieve. Encourage the pupil to roll, stretch, pat, pound, squeeze, etc., with clay. Encourage him to make simple shapes as balls, eggs, snakes, etc. As he feels progress and security in handling the clay, encourage him to make simple forms, such as bunny, cat, turtle, bug, etc. Encourage all attempts with praise and motivate the pupil to experiment. Motivate progress by demonstrating making things seen on walks or trips to the grocery, such as fruits, an ashtray for daddy or a vase made with the coil of clay. Permit the pupil to choose the object he wishes to make. Demonstrate jewelry and bead-making by rolling out clay and cutting out shapes, making a hole for stringing, while clay is soft for necklaces. Permit the pupils to make and paint jewelery and beads. Encourage them by praise.	Non-hardening clay Hardening clay receipe: Blend 1 cup corn starch, 2 cups baking soda; Mix with 1¼ cups cold water and a few drops food coloring. Cook over medium heat for four minutes, stirring constantly until thick as mashed potatoes. Cover with damp cloth to cool. Store in plastic Paint finished product with tempera and shellac or spray with clear plastic
Reproducing found objects on paper. Ask pupils to find and bring to school, objects such as sponges, beads, spools, tinker toys, bottle caps, strings, screen, sticks, vegetables. Show block printing done by former pupils. Provide paper and ask the pupil to choose one or more of the objects which he wishes to reproduce. Direct him to dip the bottom or a part of the object in paint and to press it down on the paper for a short time. Demonstrate. Ask him to do this several times, thereby making a design. Permit the pupil to use the paper he has block-printed as wrapping for gifts, for pasting on objects such as orange juice cans or cans for pencil holders. Spray with shellac to preserve.	Paper (any kind), tempera paint shirt

ARTS AND CRAFTS

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Basic Principles in Learning Arts and Crafts (continued)	
Folding	Demonstrate. Fold paper to make objects, such as soldier hats, Indian boats, airplanes, etc. Provide paper for folding. Ask the p to choose objects he wishes to make, to fold the paper acc ing to directions and color or paint the object. Use these ob later in free play or to accompany a unit lesson. Demonstrate. Fold and cut for snowflakes.

ARTS AND CRAFTS
PRIMARY
PROCEDURES

ng Arts and Crafts (continued)

nstrate.
paper to make objects, such as soldier hats, Indian hats,
airplanes, etc. Provide paper for folding. Ask the pupils
ose objects he wishes to make, to fold the paper accord-
directions and color or paint the object. Use these objects
in free play or to accompany a unit lesson.

nstrate.
and cut for snowflakes.

MATERIALS & EQUIPMENT

Newspaper, news print,
Manila drawing paper, tissue

ARTS AND CRAFTS

INTERMEDIATE

LEARNINGS: Basic Principles in Learning Arts and Crafts.

ACTIVITIES	PROCEDURES
Tearing paper to provide originality and hand coordination Following directions	Demonstrate and instruct pupils to make snowflake de as follows: Fold paper into fourths. Tear out bits and pieces leavin ed edges intact. After tearing as desired, open or unfo paper. Glue it onto construction paper, tagboard, or card Use toothpicks in order to use paste or glue sparingly. for much experimenting. Emphasize that no two snow are alike, thus helping the pupil towards originality.
Providing experience in making something useful from discards	For making paper mache items, such as vases, pencil h etc., give the following instructions: Tear strips of pa use the paper torn in the Primary room. Place strips of in wallpaper paste. Cover a bottle, can, or jar one stri time, until covered with several layers. Let it dry. Pai color or paint designs on the container. Use this for vases, pencil holders, or for candles at Christmas.
Providing more experience in cutting with scissors and using glue	Demonstrate making a coffee can collage (cannister). Gi following instructions. Let pupil select and cut out pictures of assorted size shapes Glue on to a coffee can letting them overlap. liquidtex over the entire can making sure to cover all picture surface. Use wallpaper to cover the cans, if it is preferred.
Providing more experience using paste or glue	Display pictures made from shapes. Have the pupil s shapes from the envelope. Arrange on tagboard to make ture. Then glue into place. (Suggest subjects that the can create such as, birds, sunburst, fish, animals, ai rocket, person, etc.)
Providing experience in the use of construction paper and glue.	Collect construction paper scraps. Tear or cut them into tiny pieces. Draw a picture on a tagboard with a felt m Cover the picture with glue and pieces of construction sprinkled on or put on using a tool made by pushing a s pin through a pencil eraser on an angle with the point s out. If the tool is used, spear the pieces of paper with th dip in the glue, and stick the paper in place. After ma

ARTS AND CRAFTS
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
ing Arts and Crafts.	
nonstrate and instruct pupils to make snowflake designs, ollows: d paper into fourths. Tear out bits and pieces leaving fold- edges intact. After tearing as desired, open or unfold the er. Glue it onto construction paper, tagboard, or cardboard. toothpicks in order to use paste or glue sparingly. Allow much experimenting. Emphasize that no two snowflakes alike, thus helping the pupil towards originality.	Newspapers, catalogs, magazines Construction paper — white or black, tagboard or cardboard Paste or all purpose glue Toothpicks — flat type
making paper mache items, such as vases, pencil holders, give the following instructions: Tear strips of paper or the paper torn in the Primary room. Place strips of paper wallpaper paste. Cover a bottle, can, or jar one strip at a e, until covered with several layers. Let it dry. Paint one or or paint designs on the container. Use this for flower es, pencil holders, or for candles at Christmas.	Wheat paste — (wallpaper paste) Newspaper strips Bottles, cans, jars Tempera paint Paint brushes — No. 10 tempera
nonstrate making a coffee can collage (cannister). Give the owing instructions. pupil select and cut out pictures of assorted sizes and pes Glue on to a coffee can letting them overlap. Apply idtex over the entire can making sure to cover all of the ure surface. wallpaper to cover the cans, if it is preferred.	Coffee can and lid, 1 lb. size Magazines or other sources for colorful pictures Scissors — Good quality tempered steel ones, with tips removed Glue Liquidtex Wallpaper — old books from paint stores or decorators
play pictures made from shapes. Have the pupil sort out pes from the envelope. Arrange on tagboard to make a pic- e. Then glue into place. (Suggest subjects that the pupil create such as, birds, sunburst, fish, animals, airplane, ket, person, etc.)	Envelopes containing assorted construction paper shapes Tagboard Paste or all purpose glue Tooth picks (for applying the glue)
lect construction paper scraps. Tear or cut them into small, pieces. Draw a picture on a tagboard with a felt marker. er the picture with glue and pieces of construction paper inkled on or put on using a tool made by pushing a straight through a pencil eraser on an angle with the point sticking If the tool is used, spear the pieces of paper with the pen, in the glue, and stick the paper in place. After making a	Tagboard Tiny scraps of construction paper Paste or glue Felt marker Seeds — assorted sizes and colors

ARTS AND CRAFTS
INTERMEDIATE

LEARNINGS: Basic Principles in Arts and Crafts. (continued)

ACTIVITIES	PROCEDURES
	mosiac using construction paper, make another one using seeds, macaroni, or cut up straws.
Stitching and Lacing	Teach lacing skills before presenting stitching. Demonstrate how to lace using felt, burlap, or leather and lacing with plastic or leather. Supervise the pupil closely until the skill of lacing is learned. Provide material and permit him to make items such as a comb case, purse, or yardstick holder. In presenting stitchery, first teach the pupil to thread the needle with stiff thread using a needle with a large eye. Demonstrate how to do the running stitch. Give the pupils much practice. When the pupil has mastered the running stitch, teach him more decorative stitches such as the daisy, satin, back stitch, outline, or buttonhole. Teach the pupil to use these stitches for creative designs or decorating items made of felt or burlap.
Providing instruction and experience in weaving and braiding	Demonstrate and teach pupils how to make paper place mats. Give the following instructions: Fold the construction paper in half. Cut to within one inch of the edges. Cut one inch strips from a second sheet. Open up the folded sheet. Glue or staple to it the one inch strips alternately over and under in weaving pattern. Ask the pupil to take the mats home and to use them when eating. Urge them to eat in such a way that the place mats are kept clean. Teach weaving according to directions on the box which the loom is packaged. Instruct the pupils to make a **pot holder.** Assign several students to make a **floor mat** together. Instruct the group to make 24 pot holders and to sew them together in rows of six, using a plastic needle. Instruct them to tie a yarn fringe. Inspect the work as it progresses and give praise as it is earned. Assign two pupils to make a **hot pad,** instructing each pupil to make two pot holders. When the four pot holders are finished, instruct the pupils to sew them together in a square and to make fringe around the edges if desired, clipping the fringe shorter than for a floor mat.
Providing experience in braiding, using three strands	Demonstrate and teach braiding, using the three strand division raffia. Braid the raffia using this method. To make braided hot pads or mats, sew the raffia braid in coils or lengthwise, keep-

ARTS AND CRAFTS
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
in Arts and Crafts. (continued)	
mosiac using construction paper, make another one using seeds, macaroni, or cut up straws.	Macaroni — assorted shapes and sizes Cut up straws
Teach lacing skills before presenting stitching. Demonstrate how to lace using felt, burlap, or leather and lacing with plastic or leather. Supervise the pupil closely until the skill of lacing is learned. Provide material and permit him to make items such as a comb case, purse, or yardstick holder. In presenting stitchery, first teach the pupil to thread the needle with stiff thread using a needle with a large eye. Demonstrate how to do the running stitch. Give the pupils much practice. When the pupil has mastered the running stitch, teach him more decorative stitches such as the daisy, satin, back stitch, outline, or buttonhole. Teach the pupil to use these stitches for creative designs or decorating items made of felt or burlap.	Felt, burlap, leather, Leather punch or shape tool, plastic lace or leather throng, needle, yarn or thread
Demonstrate and teach pupils how to make paper place mats. Give the following instructions: Fold the construction paper in half. Cut to within one inch of the edges. Cut one inch strips from a second sheet. Open up the folded sheet. Glue or staple to it the one inch strips alternately over and under in weaving pattern. Ask the pupil to take the mats home and to use them when eating. Urge them to eat in such a way that the place mats are kept clean.	Two sheets construction paper Paste or all purpose glue Stapler
Teach weaving according to directions on the box which the loom is packaged. Instruct the pupils to make a **pot holder.** Assign several students to make a **floor mat** together. Instruct the group to make 24 pot holders and to sew them together in rows of six, using a plastic needle. Instruct them to tie a yarn fringe. Inspect the work as it progresses and give praise as it is earned. Assign two pupils to make a **hot pad,** instructing each pupil to make two pot holders. When the four pot holders are finished, instruct the pupils to sew them together in a square and to make fringe around the edges if desired, clipping the fringe shorter than for a floor mat.	Commercial loom for pot holders Loopers — assorted colors Large plastic needle Cotton or orlon yarn
Demonstrate and teach braiding, using the three strand division raffia. Braid the raffia using this method. To make braided hot pads or mats, sew the raffia braid in coils or lengthwise, keep-	Raffia Plastic needle

LEARNINGS: Basic Principles in Learning Arts and Crafts (continued)

ACTIVITIES	PROCEDURES
	ing the item flat. Accumulate a number of braids or sew as braid is finished.
Developing awareness of colors and their harmonious grouping	To teach shading of colors, instruct pupils to place cut ta board shapes under paper and rub the paper with the flat sid of the crayon. Discuss the results.
Drawing murals	Ask each pupil to illustrate a part of a field trip or a part of story told to them. Glue these illustrations end to end. Teac pupils to make a mural by cutting out objects or parts of a pi ture and pasting them on a larger sheet of paper or on the bu letin board.
Providing experience in working with chalk	Give pupils experience in drawing with chalk by providin chalk and having each pupil illustrate a part of a story, dra a design, or illustrate a snow scene.
	Teach pupils to use stencils and chalk. Provide a stencil of a sorted objects on construction paper. Let the pupil fill in th stencil. Observe the pupil's recognition of objects. Demonstrat and teach pupils to use chalk on wet paper. Give the followin instructions:
	Cover the desk or table with newspaper. Dip the paper in wa er and smooth it out on top of the newspaper. Draw or scribbl with colored chalk. Call attention to the pupils that it flow easily over wet paper and the dust is eliminated.
Providing experience in working with construction paper and crayons	Teach the pupil to make stained glass windows. Give the fo lowing instructions: Cut construction paper to the shape of the window. Grate cra ons on a vegetable grater. Sprinkle the particles over a she of wax paper. Cover this with a second sheet. Place these b tween two thicknesses of newspaper and melt the crayon par icles by ironing across the paper. Set the iron at low heat. C the wax paper to fit the construction paper windows. Glue th to the construction paper. Display against windows. To va the procedure, use paper plates, cut out the center, and gl the prepared wax paper and crayon to the back.
Providing more experience mixing the medias of paint and crayon.	Instruct the pupils how to make batik paper. Give the follo ing instructions: Draw a design on paper with a crayon. Paint over the desig Crumple the paper, unfold, and iron while still damp betwe two sheets of newspaper. Note that the crayon and paint blen

ARTS AND CRAFTS

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
arning Arts and Crafts (continued)	
ng the item flat. Accumulate a number of braids or sew as a raid is finished.	
o teach shading of colors, instruct pupils to place cut tagoard shapes under paper and rub the paper with the flat side f the crayon. Discuss the results.	Crayons — peeled Newsprint paper Tagboard shapes of objects
sk each pupil to illustrate a part of a field trip or a part of a tory told to them. Glue these illustrations end to end. Teach upils to make a mural by cutting out objects or parts of a picure and pasting them on a larger sheet of paper or on the bultin board.	Newsprint paper Non-roll crayons Paste or all purpose glue
ive pupils experience in drawing with chalk by providing halk and having each pupil illustrate a part of a story, draw design, or illustrate a snow scene.	Chalk — dustless and colors
each pupils to use stencils and chalk. Provide a stencil of asorted objects on construction paper. Let the pupil fill in the encil. Observe the pupil's recognition of objects. Demonstrate nd teach pupils to use chalk on wet paper. Give the following nstructions:	Stencils — negative (outline from which object has been cut)
over the desk or table with newspaper. Dip the paper in watr and smooth it out on top of the newspaper. Draw or scribble ith colored chalk. Call attention to the pupils that it flows asily over wet paper and the dust is eliminated.	Newsprint paper
each the pupil to make stained glass windows. Give the folowing instructions:	
ut construction paper to the shape of the window. Grate crayns on a vegetable grater. Sprinkle the particles over a sheet f wax paper. Cover this with a second sheet. Place these beween two thicknesses of newspaper and melt the crayon partcles by ironing across the paper. Set the iron at low heat. Cut he wax paper to fit the construction paper windows. Glue this the construction paper. Display against windows. To vary he procedure, use paper plates, cut out the center, and glue he prepared wax paper and crayon to the back.	Construction paper or paper plates Crayon shavings Saran wrap Scissors Glue or paste Newspaper Iron
nstruct the pupils how to make batik paper. Give the following instructions: raw a design on paper with a crayon. Paint over the design. rumple the paper, unfold, and iron while still damp between wo sheets of newspaper. Note that the crayon and paint blend.	Newsprint paper Crayons Tempera paint or water colors Newspapers Iron

ARTS AND CRAFTS

INTERMEDIATE

LEARNINGS: Basic Principles in Learning Arts and Crafts (continued)

ACTIVITIES	PROCEDURES
Providing experience in mixing medias of paint and crayons	Teach crayon resist. Give a mimeographed picture to each pupil. Ask him to color this with the crayon. Then instruct the pupil to paint over the picture with tempera paint. Discuss the result emphasizing the appearance of the background.
Providing more experience with fingerpainting	Demonstrate and teach finger painting. Provide paper with a glossy side. Give the pupils the following instructions: Place the glossy side of the paper up. Use wooden spatula or spoon to put paint in various spots on the paper. Sprinkle paper and hands with water. Place some paint in the hand. Smooth paint all over the paper first.
Providing experience with color	Then, use the fingers or fist or whole hand to draw or paint something, such as, tornado, 4th of July fireworks, ocean scene, etc.
Providing experience in spatter painting and working with stencils and other objects	Provide objects, newsprint paper, toothbrush, tempera paint and a screen. Demonstrate and teach spatter painting. Give the following instructions: Arrange objects (one of a kind at first, later, objects that belong together and still later, one object that does not belong) on the newsprint paper. Dip the toothbrush in tempera paint, brush over the screen until the outline of the object appears. Start with one color, later use two or more colors, if desired.
Providing experience in finding the limitations of the crayon	To teach scribble design, non-objective and objective, as, follows: Display copies of abstract art by artists such as Picasso. Explain that non-objective art permits experimenting with freedom of expression using lines, shapes, textures, volumes, space, and motion. Prepare the pupil for this experience by having him listen to the recording first. Play the record, "Carnival of the Animals". Provide three crayons, red, yellow, and blue tied together with a rubber band. Then ask the pupil to close his eyes and scribble all curves. Another time, ask him to use all straight lines, still later, combine straight and curved lines. Suggest to the pupil to look for a bird, fish, flower, etc., to color the objective first, and then to color the rest of the design. Teach pupils to color and to add to a simple picture.
Providing experience using crayons, pencils, and chalk as the media	After a field trip in which trees were observed, provide a mimeographed picture of a tree trunk. Ask the pupil to color the tree and to add leaves or branches. After this experience, let

ARTS AND CRAFTS

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
earning Arts and Crafts (continued)	
Teach crayon resist. Give a mimeographed picture to each pupil. Ask him to color this with the crayon. Then instruct the pupil to paint over the picture with tempera paint. Discuss the result emphasizing the appearance of the background.	Mimeographed object. Newspaper Tempera paint Tempera brush Crayons
Demonstrate and teach finger painting. Provide paper with a glossy side. Give the pupils the following instructions: Place the glossy side of the paper up. Use wooden spatula or spoon to put paint in various spots on the paper. Sprinkle paper and hands with water. Place some paint in the hand. Smooth paint all over the paper first.	Newspaper Old shirts to protect clothes Finger paint paper Finger paint Bucket of water
Then, use the fingers or fist or whole hand to draw or paint something, such as, tornado, 4th of July fireworks, ocean scene, etc.	Squeeze bottle with water
Provide objects, newsprint paper, toothbrush, tempera paint and a screen. Demonstrate and teach spatter painting. Give the following instructions: Arrange objects (one of a kind at first, later, objects that belong together and still later, one object that does not belong) on the newsprint paper. Dip the toothbrush in tempera paint, brush over the screen until the outline of the object appears. Start with one color, later use two or more colors, if desired.	Newspaper Newsprint paper Assorted objects and stencils — both negative and positive stencils. Toothbrush Tempera paint Small piece of copper screening
To teach scribble design, non-objective and objective, as, follows: Display copies of abstract art by artists such as Picasso. Explain that non-objective art permits experimenting with freedom of expression using lines, shapes, textures, volumes, space, and motion. Prepare the pupil for this experience by having him listen to the recording first. Play the record, "Carnival of the Animals". Provide three crayons, red, yellow, and blue tied together with a rubber band. Then ask the pupil to close his eyes and scribble all curves. Another time, ask him to use all straight lines, still later, combine straight and curved lines. Suggest to the pupil to look for a bird, fish, flower, etc., to color the objective first, and then to color the rest of the design. Teach pupils to color and to add to a simple picture.	Manilla paper Crayons Rubberbands Music — "Carnival of the Animals" — Saint-Saens. (Refer to music bibliography) Refer to book bibliography "Art for the Elementary Schools of Missouri" and "Creative Art Elementary Grades"
After a field trip in which trees were observed, provide a mimeographed picture of a tree trunk. Ask the pupil to color the tree and to add leaves or branches. After this experience, let	Mimeographed objects Manilla Paper Crayons — non-roll type

ARTS AND CRAFTS

INTERMEDIATE

LEARNINGS: Basic Principles in Learning Arts and Crafts (continued)

ACTIVITIES	PROCEDURES
	the pupil draw a tree creatively. Still later, let him add oth things to the picture as, woods, animals, birds, etc. Teach pupils to draw a simple picture.
Providing experience in scribbling and drawing with pencils	Tell or make up a story, or play a recording with music bac ground. Have the pupil illustrate the part of the story he like best. Stimulate interest in the illustration by questions, suc as: "If you watched a parade from your side of the street, ca you see the people and buildings on the other side?" "Wh color are the band uniforms?" "How do they march?", etc.
Providing experience in painting with tempera	Provide tempera paint, brushes, and paper. Instruct pupils paint diagonally across the paper, using first one color the another. Then ask him to paint over these colors with oth colors going in another direction. Discuss the results of usi more than one color and emphasize the effect of their ove lapping.
Providing experience in print making	Demonstrate and teach vegetable print making. Provide po ato, carrot, celery, lids, and newsprint. Give the following i structions: Carve designs into potato, carrot, and slit the celery in sever places. Moisten the foam packing pad and place it on the lid Spoon or pour a small amount of tempera on to the pad. **Pre** a vegetable on the paint pad, then **press** on to paper. Begin at the top left, printing from left to right until the paper filled with design. Start with one color and one design. Lat use two or more colors and designs. Use the same procedure for spool printing. Use spools inste of vegetables. Start with one size spool, later use two siz large and small, in order to make a more interesting patte and design.
Using the ruler or yardstick	Show the pupil marks and numbers on the ruler and expl their meanings. Demonstrate how to find a certain number inches or feet. Permit pupils to use the ruler and measu desks, measure each other and make a height chart. Ask t pupils to measure each other again at regular intervals a record the measurement on the height chart. Assign pupils measure ▲ ■ ▬ , teacher drawn, and to reprodu Measure boards for sawing.

ARTS AND CRAFTS

INTERMEDIATE

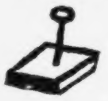
in Learning Arts and Crafts (continued)

PROCEDURES	MATERIALS & EQUIPMENT
the pupil draw a tree creatively. Still later, let him add other things to the picture as, woods, animals, birds, etc. Teach pupils to draw a simple picture.	
Tell or make up a story, or play a recording with music background. Have the pupil illustrate the part of the story he liked best. Stimulate interest in the illustration by questions, such as: "If you watched a parade from your side of the street, can you see the people and buildings on the other side?" "What color are the band uniforms?" "How do they march?", etc.	Primary pencils Manilla and newsprint paper Story tellling records — Refer to bibliography
Provide tempera paint, brushes, and paper. Instruct pupils to paint diagonally across the paper, using first one color then another. Then ask him to paint over these colors with other colors going in another direction. Discuss the results of using more than one color and emphasize the effect of their overlapping.	Newspapers Old shirts Tempera Tempera brushes No. 10 Refer to bibliography for more details
Demonstrate and teach vegetable print making. Provide potato, carrot, celery, lids, and newsprint. Give the following instructions: Carve designs into potato, carrot, and slit the celery in several places. Moisten the foam packing pad and place it on the lids. Spoon or pour a small amount of tempera on to the pad. **Press** a vegetable on the paint pad, then **press** on to paper. Begin at at the top left, printing from left to right until the paper is filled with design. Start with one color and one design. Later use two or more colors and designs.	Potatoes, carrots, or celery Newsprint paper Tempera paint Foam pad — for paint Plastic coffee lids, salad lids, etc.
Use the same procedure for spool printing. Use spools instead of vegetables. Start with one size spool, later use two sizes, large and small, in order to make a more interesting pattern and design.	Assorted sizes of spools
Show the pupil marks and numbers on the ruler and explain their meanings. Demonstrate how to find a certain number of inches or feet. Permit pupils to use the ruler and measure desks, measure each other and make a height chart. Ask the pupils to measure each other again at regular intervals and record the measurement on the height chart. Assign pupils to measure ▲ ■ ▬ , teacher drawn, and to reproduce. Measure boards for sawing.	Paper, ruler, yardstick

ARTS AND CRAFTS

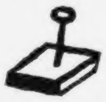
INTERMEDIATE

LEARNINGS: Basic Principles in Learning Arts and Crafts (continued)

ACTIVITIES	PROCEDURES
Folding	Demonstrate the manipulation of paper to the pupils. Permit them to practice many times folding paper for making projects, booklets, fans, and mobiles to cut for snowflakes.
Stenciling	Cut stencils. Teach the pupils to use the stencils to decorate objects to be painted as, decorations for holidays or painting for crafts. Show the pupil the correct brushes and paints to use.
Manipulating the saw	Measure and draw a line for the pupil. Teach the pupil to saw on the line. Ask the pupil to cut a 6 in. length from a 6 in. wide board. Supervise.
Learning to use sand paper	Demonstrate how to sand for the pupil. Ask the pupil to sand 6 in. square he obtained from sawing. Prescribe the type of sandpaper he will use. Help him to tell by feel when the desired smoothness is reached.
Learning to use simple tools	Make a game. Put a nail in the middle of a  square board. Use rings such as rubber jar rings. Permit pupils to attempt to throw the ring over the nail.
Sanding	Demonstrate the correct sand paper to use for heavy or fine sanding. Help the pupil to be able to determine when wood is smooth enough for painting. Instruct pupils to prepare wood for craft projects by sanding as, a board for a decoupage picture or wooden blocks for the rhythm band.
Sawing	Demonstrate the use of the saw to pupils, noting all safety factors. Let the pupils do measuring and drawing of patterns on wood. Give help and encouragement and make the project simple enough for the pupil's skill and experience. Instruct pupils to saw simple pieces for wood craft such as, bird houses, feeders, decoupage boards, sand blocks, puzzles, games, peg boards, book ends, shelves, and nail boards for thread.
Developing manual dexterity through working with clay	Teach the clump or bowl method of working with clay. Use the following procedures: Place a stick or clump of clay on the board before the pupil. Show him how to knead and squeeze the clay until it becomes manageable enough to form or model something. Start with a ball, push the thumb into the center. Manipulate by turning with the other hand until a bowl is formed and is ¼ inches thick.
Teaching the coil method	Teach the coil method of working with clay. Roll out the clay on the board until the clay resembles a long thin worm. Coil it around in a circle and shape it upward to the bowl shape.

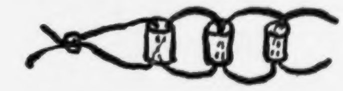
ARTS AND CRAFTS

INTERMEDIATE

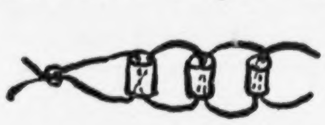
PROCEDURES	MATERIALS & EQUIPMENT
Learning Arts and Crafts (continued)	
Demonstrate the manipulation of paper to the pupils. Permit them to practice many times folding paper for making projects, booklets, fans, and mobiles to cut for snowflakes.	Paper
Cut stencils. Teach the pupils to use the stencils to decorate objects to be painted as, decorations for holidays or painting for crafts. Show the pupil the correct brushes and paints to use.	Stencils, paint brushes, objects
Measure and draw a line for the pupil. Teach the pupil to saw on the line. Ask the pupil to cut a 6 in. length from a 6 in. wide board. Supervise.	Small thin board, hand saw
Demonstrate how to sand for the pupil. Ask the pupil to sand 6 in. square he obtained from sawing. Prescribe the type of sandpaper he will use. Help him to tell by feel when the desired smoothness is reached.	Wood, sandpaper, medium and fine
Make a game. Put a nail in the middle of a  square board. Use rings such as rubber jar rings. Permit pupils to attempt to throw the ring over the nail.	Scraps of lumber, and nails, screws, and tools
Demonstrate the correct sand paper to use for heavy or fine sanding. Help the pupil to be able to determine when wood is smooth enough for painting. Instruct pupils to prepare wood for craft projects by sanding as, a board for a decoupage picture or wooden blocks for the rhythm band.	Sand paper, all grades, wooden items, to be finished
Demonstrate the use of the saw to pupils, noting all safety factors. Let the pupils do measuring and drawing of patterns on wood. Give help and encouragement and make the project simple enough for the pupil's skill and experience. Instruct pupils to saw simple pieces for wood craft such as, bird houses, feeders, decoupage boards, sand blocks, puzzles, games, peg boards, book ends, shelves, and nail boards for thread.	Wood, saws, hand and coping
Teach the clump or bowl method of working with clay. Use the following procedures: Place a stick or clump of clay on the board before the pupil. Show him how to knead and squeeze the clay until it becomes manageable enough to form or model something. Start with a ball, push the thumb into the center. Manipulate by turning with the other hand until a bowl is formed and is ¼ inches thick.	Non-hardening clay Music or story telling recording 10 x 12 inch plywood boards covered with plastic Refer to bibliography "Create with Clay" Seidlman and Mintoyne
Teach the coil method of working with clay. Roll out the clay on the board until the clay resembles a long thin worm. Coil it around in a circle and shape it upward to the bowl shape.	

ARTS AND CRAFTS
ADVANCED

LEARNINGS: Advanced Procedures in Learning Arts and Crafts.

ACTIVITIES	PROCEDURES
Providing activities in giving more experience in developing skills in the production of acceptable items in Arts and Crafts as, providing more experience in manipulative skills	To teach design in paper tearing, provide paper and instruc the pupils to use the following procedures: Fold th paper in half, then in half again. Create designs b tearing out bits and pieces. Tear parts of the fold if desire but leave some so that the design will remain in one piec when unfolded. Experiment with newspapers first, then tr white mimeograph paper. For further experimentation, tr wallpaper. Glue the designs on construction paper or on tag board.
Providing more experience in paper tearing and gluing.	After a field trip, show pictures of observations or ask pupil to listen to story records. Try free hand tearing of objects with out folding the paper, and try to leave the paper in one piec while tearing. Suggest objects such as giraffe, elephant, ca dog, duck, etc.
Providing more experience in weaving and stitchery	To teach weaving of purses, belts, mufflers, or wall hanging box or frame methods, construct a frame loom or use a bo frame. Space the pins or nails ¼ inch apart on two opposit sides. Instruct the pupils to string the yarn on the pins or nail and to weave the basic alternate row weaving stitch as exper ienced in the Intermediate level. If the yarn is as heavy as ru yarn, weave every two threads. When finished, slip the thread out over the pins or nails. To make a belt, if desired, use straws by threading the strin or yarn through the straws. Tie the threads together at th ends. (Use 10 to 12 straws). Weave across the straws alte nately. Move the straws down as you weave. 
Making a tapestry	To teach pupils to make a tapestry using stitchery, use the fo lowing procedures: Provide yarn, fabric, and cardboard. Let the pupils choose th colors and fabric desired. Show the pupils how to glue the fa ric to the cardboard. Ask the pupils to draw a picture or design on the fabric wit chalk or crayon. Ask the pupils to outline the picture or design with yarn, usin the running stitch, cross stitch, satin stitch, outline, or a com bination of these. Instruct the pupils to frame the finishe

ARTS AND CRAFTS
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
es in Learning Arts and Crafts.	
To teach design in paper tearing, provide paper and instruct the pupils to use the following procedures: Fold th paper in half, then in half again. Create designs by tearing out bits and pieces. Tear parts of the fold if desired but leave some so that the design will remain in one piece when unfolded. Experiment with newspapers first, then try white mimeograph paper. For further experimentation, try wallpaper. Glue the designs on construction paper or on tagboard.	Newspapers Construction paper White mimeograph paper All purpose glue Wallpaper — old wallpaper books Tagboard Toothpicks for applying glue Felt marker
After a field trip, show pictures of observations or ask pupils to listen to story records. Try free hand tearing of objects without folding the paper, and try to leave the paper in one piece while tearing. Suggest objects such as giraffe, elephant, cat, dog, duck, etc.	
To teach weaving of purses, belts, mufflers, or wall hangings, box or frame methods, construct a frame loom or use a box frame. Space the pins or nails ¼ inch apart on two opposite sides. Instruct the pupils to string the yarn on the pins or nails and to weave the basic alternate row weaving stitch as experienced in the Intermediate level. If the yarn is as heavy as rug yarn, weave every two threads. When finished, slip the threads out over the pins or nails. To make a belt, if desired, use straws by threading the string or yarn through the straws. Tie the threads together at the ends. (Use 10 to 12 straws). Weave across the straws alternately. Move the straws down as you weave.	Bibliography — "Creative Arts" — Elementary Grade, p. 101 Four pieces of wood (in a square or rectangle) Cigar box Heavy large straight pins Small nails Straws — 2 inches long Kite string Crochet thread — heavy Stiff cardboard Cotton yarn or sweater yarn
	
To teach pupils to make a tapestry using stitchery, use the following procedures:	Tapestry or darning or plastic needles
Provide yarn, fabric, and cardboard. Let the pupils choose the colors and fabric desired. Show the pupils how to glue the fabric to the cardboard. Ask the pupils to draw a picture or design on the fabric with chalk or crayon. Ask the pupils to outline the picture or design with yarn, using the running stitch, cross stitch, satin stitch, outline, or a combination of these. Instruct the pupils to frame the finished	Burlap, coarse muslin, monks cloth, or felt Yarn — assorted thicknesses Dowel rods Picture frames Refer to bibliography — "Arts for the Elementary School of Missouri", Page 103

ARTS AND CRAFTS

ADVANCED

LEARNINGS: Advanced Procedures in Learning Arts and Crafts. (continued)

ACTIVITIES	PROCEDURES
	tapestry or to sew dowel rods to the top and the bottom. a string for hanging.
	Give the pupils enough experience in this so that th invent or combine several of the stitches, making inte patterns and details.
	To provide experiences which aid the pupil in coloring a boundary, give the following instructions: Glue the yarn to tagboard in the shape of a house and Let the pupil color these, keeping the color inside the Foster the background concept. Let the pupil add the s ground level with crayons.
Providing experiences which aid the pupil in coloring inside a boundary	Play a record or make up a story appropriate for the ad level. Have the pupils draw a character or part of the liked best. Illustrate.
	Present a "crayon surprise". Cover sand paper or car objects with newsprint paper. Ask the pupil to sha entire paper with crayon so that objects will be shown outline. Have the pupil tell about the object or pictu the pupil select colors and perform the whole experiment
Providing experience in drawing with crayons, pencil, and colored chalk	To teach pupils to draw a still-life picture, proceed as f Arrange objects on the floor. Start with two. Later add Suggestion: select objects with basic shapes such as a muffin tin, or large cooking spoon. Arrange the desks a the objects. To stimulate and create awareness of backg place objects on a towel or plaid fabric. Ask the pupils to use crayons, pencils, or chalk and what is seen.
	To teach drawing a posed model, use the following proc Have the model seated or posed in the center with around him. Ask the pupils to draw the model. Sh drawings. Discuss the fact that pupils will have di poses because of their seating arrangement. Change the and the pose will change each time, giving each pupil a c Do not place emphasis on the drawing.
Providing more experience in cutting with scissors	Demonstrate. Place a stencil on the edge of a half sh paper. Outline it with crayon or felt maker, making a line. Cut along the outline. Paste or glue the (negative

ARTS AND CRAFTS

ADVANCED

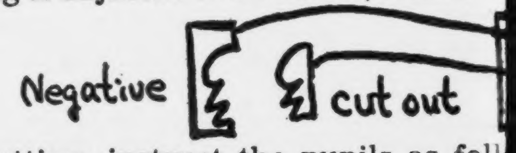
s in Learning Arts and Crafts. (continued)

PROCEDURES	MATERIALS & EQUIPMENT
tapestry or to sew dowel rods to the top and the bottom. Attach a string for hanging.	
Give the pupils enough experience in this so that they will invent or combine several of the stitches, making interesting patterns and details.	
To provide experiences which aid the pupil in coloring inside a boundary, give the following instructions: Glue the yarn to tagboard in the shape of a house and a tree. Let the pupil color these, keeping the color inside the yarn. Foster the background concept. Let the pupil add the sky and ground level with crayons.	Tagboard Yarn Crayon — nonroll All purpose glue
Play a record or make up a story appropriate for the advanced level. Have the pupils draw a character or part of the story liked best. Illustrate.	Storytelling record or make up a story for advanced level. Newsprint paper Crayons.
Present a "crayon surprise". Cover sand paper or cardboard objects with newsprint paper. Ask the pupil to shade the entire paper with crayon so that objects will be shown in an outline. Have the pupil tell about the object or picture. Let the pupil select colors and perform the whole experiment alone.	Sand paper objects Cardboard objects Newsprint paper Crayons
To teach pupils to draw a still-life picture, proceed as follows: Arrange objects on the floor. Start with two. Later add more. Suggestion: select objects with basic shapes such as a plate, muffin tin, or large cooking spoon. Arrange the desks around the objects. To stimulate and create awareness of background, place objects on a towel or plaid fabric. Ask the pupils to use crayons, pencils, or chalk and draw what is seen.	Simple objects — bowls, plates, cups, pitchers, pottery, vegetables and fruit Newsprint paper Textured drawing paper Crayons, chalk, colored pencils Music — Select instrumental from music bibliography
To teach drawing a posed model, use the following procedures: Have the model seated or posed in the center with desks around him. Ask the pupils to draw the model. Show the drawings. Discuss the fact that pupils will have different poses because of their seating arrangement. Change the model and the pose will change each time, giving each pupil a chance. Do not place emphasis on the drawing.	Pupil model posed on stool or chair Newsprint Crayons or pencils Instrumental music
Demonstrate. Place a stencil on the edge of a half sheet of paper. Outline it with crayon or felt maker, making a broad line. Cut along the outline. Paste or glue the (negative) con-	1½ sheets of construction paper two colors — black and white

ARTS AND CRAFTS

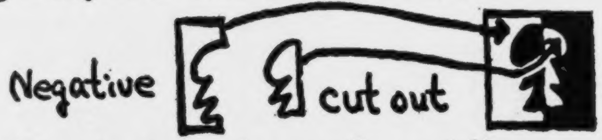
ADVANCED

LEARNINGS: Advanced Procedures in Learning Arts and Crafts. (continued)

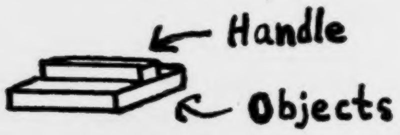
ACTIVITIES	PROCEDURES
	struction paper outline, straight edge against edge o sheet. Reverse cut out, pasting it adjacent to outlined picture. 
Providing more experience in using paste and glue	To teach free hand cutting, instruct the pupils as foll Cut single subjects such as fish, birds, etc. After cutt outline free handed, show texture and detail by snipp the gills and scales on a fish. Lift and fold so that th stands out. Glue this on construction paper.
Providing more experience in using scissors and glue Making mosaics	Teach pupils to make mosiacs as follows: Sketch or stencil a picture on construction paper. D over the picture. Sprinkle confetti over the picture so will stick to the glue. Shake remaining confetti back in
Making paper Make masks	Teach the pupils to make paper mache masks as follow Blow up balloons to face size. Dip paper strips into pa apply them to half the balloon. Apply 3 or 4 layers, strips are dry, burst the balloon. Add a nose, ears, an Paint as desired. Use these for role-playing.
Making Mexican pinatas	Demonstrate and teach pupils to make Mexican pina struct pupils as follows: Blow up the balloon. Cover the entire balloon with mache, leaving a small opening at the top. Burst the when dry. Paint, add other decorative touches such as streamers, etc. Use as a hanger to suspend from the ce
Providing experiences in working with clay	To teach the slab method in pottery making, dem and instruct the pupils as follows: Mix the clay accor the directions on the box. Store overnight in a covere can. Take out the amount to be used. Wrap and pl remainder back in can. Knead out air bubbles to cracking. Place 2¼" lath sticks on each side of the cla rolling pin on the lath sticks and roll clay until it with the sticks. Manipulate by lifting the edges an pinching corners, patting or placing over a bowl that h covered with foil. Form free form ash trays. Use orang to etch designs while clay is still wet. Decorate with slips. If under glaze is to be used, the teacher shoul the glaze because it is toxic.

ARTS AND CRAFTS

ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
s in Learning Arts and Crafts. (continued)	
struction paper outline, straight edge against edge of whole sheet.	
Reverse cut out, pasting it adjacent to outlined picture. 	
To teach free hand cutting, instruct the pupils as follows: Cut single subjects such as fish, birds, etc. After cutting the outline free handed, show texture and detail by snipping, as the gills and scales on a fish. Lift and fold so that the detail stands out. Glue this on construction paper.	Scissors Construction paper Glue & toothpicks
Teach pupils to make mosiacs as follows: Sketch or stencil a picture on construction paper. Dot glue over the picture. Sprinkle confetti over the picture so that it will stick to the glue. Shake remaining confetti back into box.	Confetti — assorted colors Tagboard Construction paper — black Glue
Teach the pupils to make paper mache masks as follows : Blow up balloons to face size. Dip paper strips into paste and apply them to half the balloon. Apply 3 or 4 layers. When strips are dry, burst the balloon. Add a nose, ears, and eyes. Paint as desired. Use these for role-playing.	Balloons Torn paper strips Wallpaper paste Paint — tempera
Demonstrate and teach pupils to make Mexican pinatas. Instruct pupils as follows: Blow up the balloon. Cover the entire balloon with paper mache, leaving a small opening at the top. Burst the balloon when dry. Paint, add other decorative touches such as ribbon streamers, etc. Use as a hanger to suspend from the ceiling.	Same as mask plus: Hanger Ribbon and other decorative touches Refer to bibliography
To teach the slab method in pottery making, demonstrate and instruct the pupils as follows: Mix the clay according to the directions on the box. Store overnight in a covered coffee can. Take out the amount to be used. Wrap and place the remainder back in can. Knead out air bubbles to prevent cracking. Place 2¼" lath sticks on each side of the clay. Rest rolling pin on the lath sticks and roll clay until it is level with the sticks. Manipulate by lifting the edges and sides, pinching corners, patting or placing over a bowl that has been covered with foil. Form free form ash trays. Use orange sticks to etch designs while clay is still wet. Decorate with colored slips. If under glaze is to be used, the teacher should apply the glaze because it is toxic.	Amaco powdered clay Coffee cans and lids Damp cloths Wedging boards (plywood 10 x 12 inches covered with plastic) Orange sticks for etching Lath sticks Rolling pin Refer to bibliography for glazing and firing.

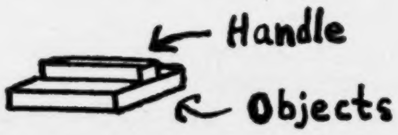
LEARNINGS: Advanced Procedures in Learning Arts and Crafts (continued).

ACTIVITIES	PROCEDURES
Providing experience in pottery making	To teach the coil method in pottery making, demonstrate and instruct pupils as follows: Roll the clay into coils about the thickness of a lead pencil. Start with the center of the base and continue to wind until the base is the desired size. Pinch and use slip for welding coils together. Build up the sides the same way. Weld each coil as it is built up. While in slab form, make a hole in the back for hanging. Etch picture or design into clay. Then paint it. May be fired or glazed.
Providing experiences in painting with spools, block, tempera, and finger painting Spool painting	Review the procedures for vegetable painting learned at the Intermediate level. For spool painting, instruct the pupils to use the same method. Cover the tables or desks with newspaper. Moisten foam paint pads in water. Spoon on or pour tempera on the pads. Press spools on the paint pads, then on to the newsprint paper. Fill the paper with design and color. Mix the designs and colors.
Block painting	Review the procedures for block printing learned at the Intermediate level. Instruct the pupils to sand 6 x 6 inch blocks smooth on the bottom. Nail 1 x 6 inch handles to the back, and glue an object to the base. Then proceed as in spool painting. 
Finger painting	Review the procedures for fingerpainting learned at the Intermediate level. Instruct the pupils as follows: Paint on the glossy side of the paper. Sprinkle the paper with water. Wet the hands also. Spoon on fingerpaint in the hand or on the paper. Spread paint evenly. Use all parts of the hands to paint with to produce special effects and details (palms, fists, spread fingers, heel of palm, and fingertips). Work with big wide rhythmic motions. For added effects and details, use notched cardboards, bobby pins, paper clips, etc., to give interesting details.
Presenting "Crayon Resist"	Present "Crayon Resist". Show crayon drawings of still life, story illustration, and landscapes. Paint over the crayon, noting that crayon resists the paint. Use black for night scenes,

ARTS AND CRAFTS
ADVANCED

ures in Learning Arts and Crafts (continued).

PROCEDURES	MATERIALS & EQUIPMENT
To teach the coil method in pottery making, demonstrate and instruct pupils as follows: Roll the clay into coils about the thickness of a lead pencil. Start with the center of the base and continue to wind until the base is the desired size. Pinch and use slip for welding coils together. Build up the sides the same way. Weld each coil as it is built up. While in slab form, make a hole in the back for hanging. Etch picture or design into clay. Then paint it. May be fired or glazed.	
Review the procedures for vegetable painting learned at the Intermediate level. For spool painting, instruct the pupils to use the same method. Cover the tables or desks with newspaper. Moisten foam paint pads in water. Spoon on or pour tempera on the pads. Press spools on the paint pads, then on to the newsprint paper. Fill the paper with design and color. Mix the designs and colors.	Assorted sizes of spools design with hack saw, object affixed with glue (plumbers, washers, carpet padding, etc.) Plastic top — salad, coffee lids Foam packing for paint pads All purpose glue Newspapers
Review the procedures for block printing learned at the Intermediate level. Instruct the pupils to sand 6 x 6 inch blocks smooth on the bottom. Nail 1 x 6 inch handles to the back, and glue an object to the base. Then proceed as in spool painting.	Newsprint paper Tempera paint Hammer and nails Assorted objects — bottle caps, paper clips, etc.



PROCEDURES	MATERIALS & EQUIPMENT
Review the procedures for fingerpainting learned at the Intermediate level. Instruct the pupils as follows: Paint on the glossy side of the paper. Sprinkle the paper with water. Wet the hands also. Spoon on fingerpaint in the hand or on the paper. Spread paint evenly. Use all parts of the hands to paint with to produce special effects and details (palms, fists, spread fingers, heel of palm, and fingertips). Work with big wide rhythmic motions. For added effects and details, use notched cardboards, bobby pins, paper clips, etc., to give interesting details.	Fingerpaint paper Bucket of water Plastic sprinkle bottle Tools for special effects: comb or notched cardboard, bobby pins, etc.
Present "Crayon Resist". Show crayon drawings of still life, story illustration, and landscapes. Paint over the crayon, noting that crayon resists the paint. Use black for night scenes,	Newspapers Newsprint paper Tempera paint

ARTS AND CRAFTS
ADVANCED

LEARNINGS: Advanced Procedures in Learning Arts and Crafts (continued).

ACTIVITIES	PROCEDURES
	blue for day, light sky, green for ground line. Permit th pils to make a crayon drawing and to accomplish crayon
Developing pupil awareness of background concept with paint	To teach creative painting, demonstrate the following dures: Establish a ground line for the sky and the earth. Pai sky area blue and the earth green. Let it dry. Paint in o (house, trees, people) in black tempera paint. Provide n ials and ask pupils to paint a picture.
Assisting the pupil to express himself creatively through painting	Ask the pupils to paint a part if a story the like best, a acter, or, if instrumental, paint how the music makes the or what story it tells to them.
Providing experiences in breath control	Ask the pupils to try straw painting. Give the followi structions: Spoon on four tablespoons of tempera paint on the pape each pupil a straw. Use the straw and blow the paint the paper in the direction desired. Start with one colo two or three colors. As the paint is blown together, not blending of colors will add interest to the designs.
Providing experience in working with wood and paint	To teach decoupage, follow directions, if using commercia Adapt these directions for use in the class. Select pi which are art copies. Do not treat scraps of wood or ply Leave the roughness or knot holes to add interesting d Paint the wood with a basecoat paint that harmonizes colors in the picture. Apply glue over the back of the picture with the finger. Center the picture on the wood. S out some of the wrinkles, leaving some if desired. Whe paint on the glaze for effects. Rub gently with soft cheese Distress or make to look by pounding, as desired. Glaze f last time. When glaze dries, apply top finish. Attach p hangers. **Caution:** Consideration of noise is essential. F place for distressing wood where other classes won't b turbed. Keep a careful eye on those using hammers. Se they don't harm anything.
Providing experience in metal craft	To teach making coasters, proceed as follows: Pencil a design or stencil on a can top. Glue a jar ring a the rim to keep the sharp edge from cutting. Hammer o the outlined picture lightly. Spray paint, if desired.

ARTS AND CRAFTS
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
earning Arts and Crafts (continued).	
for day, light sky, green for ground line. Permit the pu- o make a crayon drawing and to accomplish crayon resist.	Crayons Tempera brushes No. 10
ach creative painting, demonstrate the following proce- s: lish a ground line for the sky and the earth. Paint the rea blue and the earth green. Let it dry. Paint in objects e, trees, people) in black tempera paint. Provide mater- nd ask pupils to paint a picture.	Newspapers Newsprint papers Tempera paint Tempera brushes
the pupils to paint a part if a story the like best, a char- , or, if instrumental, paint how the music makes them feel hat story it tells to them.	Storytelling music or background music or other music — instrumentals. See music bibliography Record player
the pupils to try straw painting. Give the following in- tions: n on four tablespoons of tempera paint on the paper. Give pupil a straw. Use the straw and blow the paint across paper in the direction desired. Start with one color. Use r three colors. As the paint is blown together, note that ing of colors will add interest to the designs.	Straws Fingerpaint paper Newspapers Tempera paint
ach decoupage, follow directions, if using commercial kits. t these directions for use in the class. Select pictures h are art copies. Do not treat scraps of wood or plywood. e the roughness or knot holes to add interesting details. the wood with a basecoat paint that harmonizes with s in the picture. Apply glue over the back of the entire re with the finger. Center the picture on the wood. Smooth ome of the wrinkles, leaving some if desired. When dry, on the glaze for effects. Rub gently with soft cheese cloth. ess or make to look by pounding, as desired. Glaze for the ime. When glaze dries, apply top finish. Attach picture ers. **Caution:** Consideration of noise is essential. Find a for distressing wood where other classes won't be dis- ed. Keep a careful eye on those using hammers. See that don't harm anything.	Decoupage kit — buy at any handicraft shop ¼ inch plywood assorted sizes depending on picture size Decoupage paints — base coats and glazes (handicraft shops) Thinner for brushes — teacher uses this Hammer and ten penny nails for distressing. Art copies All purpose glue Decorative picture hangers
ach making coasters, proceed as follows: il a design or stencil on a can top. Glue a jar ring around im to keep the sharp edge from cutting. Hammer or tool utlined picture lightly. Spray paint, if desired.	Rubber canning jar rings Tin can tops Old mason jar lids Sawed off ten penny nails Tack hammer Stencil cut outs All purpose glue

ARTS AND CRAFTS

RECIPE FOR FINGERPAINT

½ cup corn starch

1 cup cold water

1 envelope unflavored gelatine

2 cups hot water

½ cup soap flakes or detergent

Food coloring

Combine corn starch and ¾ cups cold water; soak gelatine in remaining ¼ cup cold water. Stir hot water slowly into starch mixture. Cook and stir over medium heat until mixture boils and is clear. Remove from heat, blend in softened gelatine. Stir in soap or detergent until desolved. Cool mixture, then divide into a jar for each color. Stir food coloring into mixture of each jar to desired intensity. Cover jars to store.

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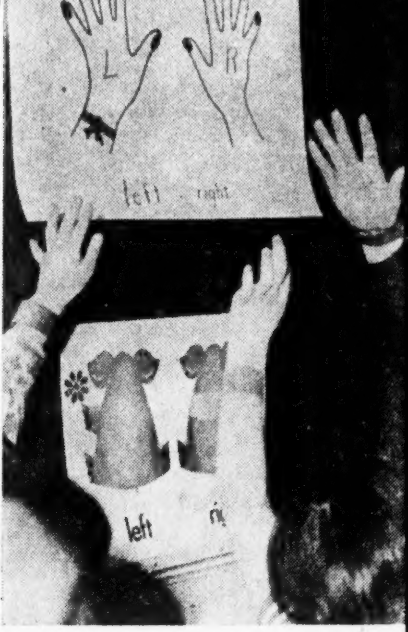
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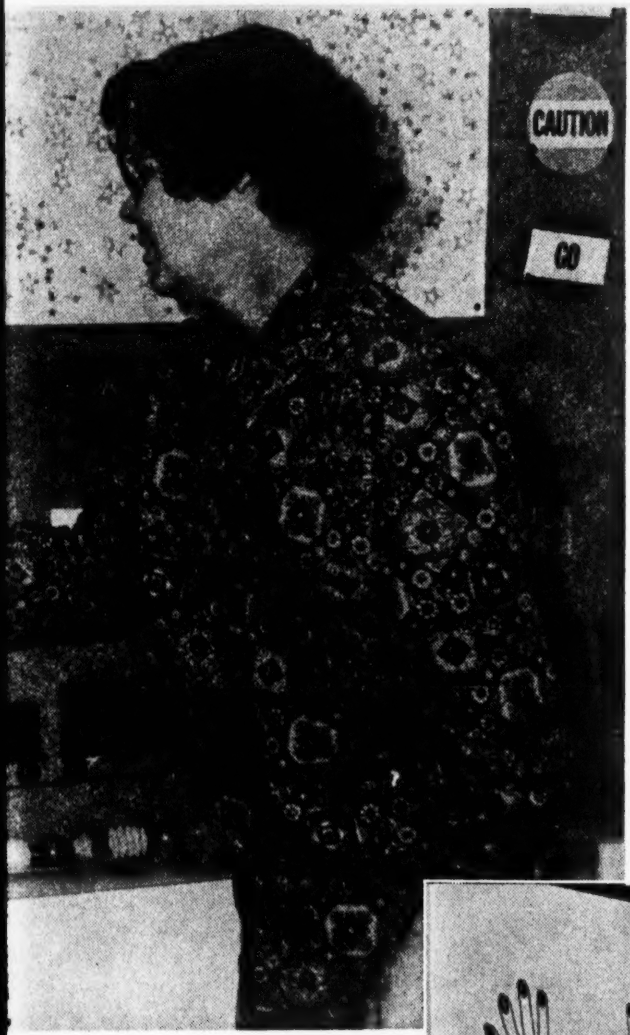
AREA VIII FUNCTIONAL ACADEMICS

COMMITTEE

CHAIRMAN:	Janice Todd	Branson
MEMBERS:	Effie McConnell	Joplin
	Ella Caldwell	Springfield
	Helen Moss	Neosho



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FUNCTIONAL ACADEMICS

INTRODUCTION

"Each child must be provided an opportunity to learn the necessary essentials of tool subjects
him to work, to get along with others, and to occupy his leisure time." This is the definition of the
found in the Digest of the Mentally Retarded, Volume I, Number 2.

There are many skills the pupil needs to master whether he is being trained to be accepted i
at home. The teacher must evaluate each pupil and work out a program that is most beneficial to hi
of Vocational Preparation and Interpersonal Relations is very helpful in this planning.

Most of the students will have had little, if any, previous school experience, so they will need to
group situation. The age range is broad, abilities vary greatly and coordination problems are usually
be taken into consideration when planning this section of the program.

The teacher must provide a relaxed classroom atmosphere, yet on that permits routines to be
work habits may be learned.

It is advisable to schedule academic work early in the day, but precede it with an active game
the young mentally retarded is very short, so class periods must be brief, with quiet and active pe

Units in Functional Academics should utilize the pupil's background, which is mostly the ho
Provisions must be made for new and broader experiences and interests as the pupil develops.

Pre-testing is necessary in order to plan a course of study for each pupil. This testing shows t
knows. She can then determine his readiness for the next step. The work presented must be seque
many real objects and life-like situations is feasible. Involvement of as many senses as possible is nec
to work at his own level and speed. Frequent review is necessary. It is also necessary to give clea
the same words and terms that will be used in working with other sections, especially Home Living

Post-testing is necessary at the end of a unit in order to evaluate the pupil's progress, to
individual help is needed, and to plan future units.

Many parents still measure their child's progress only by the rate at which he succeeds ac
parents is essential as no child should be compelled to live with constant frustration nor be made to
pupils cannot participate equally in all areas of the academic section, but it is necessary that each
reach the limits of his capabilities.

GENERAL AIMS

1. To aid the pupil in learning to listen in order to follow directions, so that he can perfor
2. To stimulate within the pupil the need and the desire to communicate.
3. To teach the pupil to observe his environment, and to increase his ability to function wit
capability.
4. To develop reading ability to the level of each individual's capabilities and understandi
5. To develop skill in handwriting.
6. To develop simple number skills.
7. To stimulate the pupil's awareness of his environment by becoming familiar with the use
changes.

FUNCTIONAL ACADEMICS

INTRODUCTION

opportunity to learn the necessary essentials of tool subjects to the best of his ability to enable
:d to occupy his leisure time." This is the definition of the purpose of Functional Academics
arded, Volume I, Number 2.

needs to master whether he is being trained to be accepted in a sheltered workshop or to live
h pupil and work out a program that is most beneficial to him. A thorough study of the section
onal Relations is very helpful in this planning.

little, if any, previous school experience, so they will need to be taught to work and to play in a
abilities vary greatly and coordination problems are usually present. All of these factors must
ing this section of the program.

xed classroom atmosphere, yet on that permits routines to be established so that skills and good

ic work early in the day, but precede it with an active game or exercise. The attention span of
ort, so class periods must be brief, with quiet and active periods alternated.

hould utilize the pupil's background, which is mostly the home and the immediate community.
roader experiences and interests as the pupil develops.

o plan a course of study for each pupil. This testing shows the teacher what the pupil already
diness for the next step. The work presented must be sequential and meaningful. The use of
s is feasible. Involvement of as many senses as possible is necessary. Each pupil must be allowed
equent review is necessary. It is also necessary to give clear directions and include the use of
used in working with other sections, especially Home Living and Vocational Preparation.

nd of a unit in order to evaluate the pupil's progress, to assist in determining where more
future units.

child's progress only by the rate at which he succeeds academically. Counseling with these
e compelled to live with constant frustration nor be made to feel rejected. All trainable retarded
areas of the academic section, but it is necessary that each pupil be given an opportunity to

GENERAL AIMS

o listen in order to follow directions, so that he can perform a given task.
the need and the desire to communicate.
his environment, and to increase his ability to function within it to the greatest extent of his

the level of each individual's capabilities and understanding.
g.
lls.
ness of his environment by becoming familiar with the use of the clock, calendar, and seasonal

READING READINESS

A NOTE OF EXPLANATIO

In considering reading readiness for trainable mentally retarded children, in mind. Every child has his own particular characteristics which will influence with no visual imagery would have to learn from "sounds." A child with poor au approach.

It is likely that the majority of trainable mentally retarded children will no emphasis is not placed on the teaching of reading in the State Schools for Retar

"The following factors are important in determining reading readiness:"

1. Ability to interpret pictures.
2. Some orientation to the printed page.
3. Adequate background of information.
4. Sufficient speaking vocabulary (approximately 150
5. Accuracy of speech pattern.
6. Ability to express thoughts orally.
7. Ability to pay attention.
8. Ability to follow directions.
9. Ability to follow a sequence.
10. Ability to physically handle equipment.
11. Genuine desire to read.
12. Chooses books in preference to puzzles and games.

Guy L. Bond and Eva Bond Wagner, Teaching a Child to Read, The Mac

Skills to be developed:

1. Visual discrimination.
2. Visual memory (recall).
3. Auditory discrimination.
4. Auditory memory (repeat words, sentences, etc.).
5. Eye-hand coordination.
6. Left to right eye movements.
7. Speaking skills.
8. Listening skills.
9. Reading vocabulary.
10. Reading readiness ability.

FUNCTIONAL ACADEMICS — R

SPECIFIC AIMS

1. To develop reading to the level of individual understandin
2. To encourage all pupils to use words and sentences accordin

READING READINESS

A NOTE OF EXPLANATION

readiness for trainable mentally retarded children, one must keep the unique individuality of each child
own particular characteristics which will influence the approach one uses in teaching reading. A child
have to learn from "sounds." A child with poor auditory discrimination might succeed with the "sight"

jority of trainable mentally retarded children will not learn to read on a functional level, therefore major
teaching of reading in the State Schools for Retarded Children.

are important in determining reading readiness:"

Ability to interpret pictures.
Some orientation to the printed page.
Adequate background of information.
Sufficient speaking vocabulary (approximately 150 words).
Accuracy of speech pattern.
Ability to express thoughts orally.
Ability to pay attention.
Ability to follow directions.
Ability to follow a sequence.
Ability to physically handle equipment.
Genuine desire to read.
Chooses books in preference to puzzles and games.

Bond Wagner, Teaching a Child to Read, The MacMillian Company, New York, New York, 1950, Page 121

Visual discrimination.
Visual memory (recall).
Auditory discrimination.
Auditory memory (repeat words, sentences, etc.).
Eye-hand coordination.
Left to right eye movements.
Speaking skills.
Listening skills.
Reading vocabulary.
Reading readiness ability.

FUNCTIONAL ACADEMICS — READING

SPECIFIC AIMS

elop reading to the level of individual understanding and capabilities.
ourage all pupils to use words and sentences according to their capabilities.

FUNCTIONAL ACADEMICS — READI

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Reading Readiness	
Providing activities which will aid in developing a readiness program, such as,	
Recognition of own name	Place each pupil's name on his desk, chair, locker, e names of all children in the room. Place each pupil's name on a flash card. Use the flas drill. Ask the pupil to call out his name when he the flash card. When the pupil learns his name an it out several times, permit him to place it on the "n
Identification of geometric figures	Make pictures with a variety of shapes. Use a fo sorting box, or plates. Permit pupils to glue the pictures on constructio make pictures.
Identification of likenesses and differences	Give colored construction paper to each pupil. Let cut out and paste a red ball by a red ball, a green green tepee, etc. Ask the pupils to tell which cut out and which are different.
Teaching left to right sequence	Show a filmstrip, Eye Gate Series, No. 85 I. Give pupils practice in following from left to right.
Recognition of symbols	Give work sheets with matching objects and letter pupil to circle all objects which match the objects hand box. Use a stencil and the filmstrip, Eye Gate Series No. Act out the story, "How Do You Do?" Follow the in the book.
Matching letters of the alphabet	Ask the pupils to look at the alphabet cards. Present at a time. Have the pupils match the letter with a c ing letter on the card or wall card. Use Kinesthetic materials. Act out the story, "There Was an Old Woman." F directions in the book.
Recognition of protective vocabulary	Present the protective word drill. Provide cards protective words. Drill on words such as go, stop, h out, rest room signs, etc. Use word signs around the or room.

FUNCTIONAL ACADEMICS — READING

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
ace each pupil's name on his desk, chair, locker, etc. Display mes of all children in the room.	Masking tape Magic marker Cardboard
ace each pupil's name on a flash card. Use the flash cards for ill. Ask the pupil to call out his name when he sees it on e flash card. When the pupil learns his name and can pick out several times, permit him to place it on the "name tree."	Flash cards Apples or leaves with the pupil's name on it. Paper tree
ake pictures with a variety of shapes. Use a form board, rting box, or plates. rmit pupils to glue the pictures on construction paper to ake pictures.	Shapes from construction paper. Sorting board or box
ive colored construction paper to each pupil. Let the pupils t out and paste a red ball by a red ball, a green tepee by a een tepee, etc. Ask the pupils to tell which cut outs are alike d which are different.	Peabody Language Development Kit Paste Red ball, blue square, green tepee, scissors Eye Gate Series, No. 85 I
ow a filmstrip, Eye Gate Series, No. 85 I. ive pupils practice in following from left to right.	Right and left hands on cardboard
ive work sheets with matching objects and letters. Ask the pil to circle all objects which match the objects in the left nd box.	Work sheets
e a stencil and the filmstrip, Eye Gate Series No. 85 I. t out the story, "How Do You Do?" Follow the directions the book.	Stencil Filmstrip
k the pupils to look at the alphabet cards. Present one letter a time. Have the pupils match the letter with a correspond- g letter on the card or wall card. e Kinesthetic materials. t out the story, "There Was an Old Woman." Follow the ections in the book.	Educational Rhythmics "Letters in Rhythmics" Flash cards Alphabet wall cards Alphabet Lotto "Kinesthetic Alphabet," individual cards
esent the protective word drill. Provide cards containing otective words. Drill on words such as go, stop, hot, cold, in, t, rest room signs, etc. Use word signs around the playground room.	Wood signs Language Master

FUNCTIONAL ACADEMICS — REA

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Reading Readiness (continued)	
Spelling needed vocabulary	Make cards using the pupil's name and a few si Write words on steno pads. Use pupil's experienc a chart. Read stories from the pupil's book.
Using the workbook	Present the workbook, follow the workbook inst permit pupils to work in the book.
Perceptual development	Begin the use of the Frostig material activities a the manual. Follow the teacher's manual. Dupli terial. Keep the pupil's work in individual folder key words used in this section.

FUNCTIONAL ACADEMICS — HANDW

SPECIFIC AIMS

1. To develop manual dexterity
2. To develop form perception.
3. To develop muscular coordination.
4. To develop correct posture.
5. To develop directionality.
6. To develop legibility.
7. To develop habits of neatness.
8. To develop the ability to write name, address, and telephone

ACTIVITIES	PROCEDURES
LEARNINGS: Routine Movements in Writing	
Presenting activities which will assist pupils in learning to write, such as,	
Teaching the use of large muscles	Get the attention of all pupils. Make large arm an ments in the air, going from left to right and u Ask the pupils to follow the movements made using the right arm. If any pupil uses his left h him carefully for later activities. Observe children as they are allowed freedom their ability to group objects.
Teaching the use of fine muscles	Give the pupil an opportunity to play with edu such as, pegs and peg boards, beads, balls, pape Direct the pupil to play so that he learns to w

FUNCTIONAL ACADEMICS — READING

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
ed)	
cards using the pupil's name and a few simple words. words on steno pads. Use pupil's experience stories on rt. Read stories from the pupil's book.	Cards Steno pads Charts Kits with flannelgraph figures Reading Readiness Charts
nt the workbook, follow the workbook instructions and t pupils to work in the book.	"Reading Readiness Program for the Mentally Retarded"
the use of the Frostig material activities as outlined in anual. Follow the teacher's manual. Duplicate the ma- Keep the pupil's work in individual folders. Teach the ords used in this section.	Frostig Program Teacher's manual and masters P.C. & P.S. sections

UNCTIONAL ACADEMICS — HANDWRITING

SPECIFIC AIMS

dexterity
erception.
r coordination.
posture.
nality.
y.
f neatness.
lity to write name, address, and telephone number.

ting

e attention of all pupils. Make large arm and hand move- in the air, going from left to right and up and down. he pupils to follow the movements made in the air by the right arm. If any pupil uses his left hand, observe arefully for later activities. ve children as they are allowed freedom of play. Note ability to group objects.	Large blocks, balls, and manipulative toys
the pupil an opportunity to play with educational toys, as, pegs and peg boards, beads, balls, paper for tearing. t the pupil to play so that he learns to work within a	Pegs and peg board, wooden or plastic beads and ball, paper for tearing

FUNCTIONAL ACADEMICS — HANDWRITING
PRIMARY

LEARNINGS: Routine Movements in Writing (continued)

ACTIVITIES	PROCEDURES
	controlled area, such as, roll a ball within set boundaries o make designs on the peg board or tear paper.
Determining handedness	Observe and test each pupil as he plays, eats, or reaches f an object. Place a spoon, crayon, pencil, or other object direct in front of him. Watch to see which hand he uses to pick u the object.
Developing a movement pattern	Permit the pupil to scribble on the chalk board. Show him h pattern. Ask him to duplicate it. Watch to see if he move from left to right. Permit the pupil to finger paint. Allow free movement. Not that he will be able to show a pattern with both hands.
Teaching directionality	To teach directionality, draw large lines at random. Place dot on the board. Place another dot at random. Ask the pup to start on the first dot and to draw to the second dot. Stre rhythm. Use short lines. Draw circles at random on the chal board. Have the pupil draw a circle on the board. If he canno let him practice drawing a circle in the air. If this seem difficult, allow him to touch your hand as you inscribe th circle. Use a cardboard with a circle cut out. Ask him to dra a circle around the inside edge. Gradually reduce the size both lines and circles. Vary the size so that he will get a idea of form and not of size.
Teaching left to right movement	Teach movement with rhythmics. Follow the directions in th book. Educational Rhythmics, "Take a Partner"
Developing form perception	Teach the shapes of geometric figures. Proceed from circle vertical and horizontal lines to squares and triangles. Ask th pupil to trace at first. Use copies or stencils. Be careful not reduce the size of the pupil's pattern too soon. After copy wor permit pupils to try for reproduction from memory. Test f writing readiness.
Reading name	Prepare a copy of each pupil's name for him. Ask the pupil trace over the prepared copy. If he has difficulty tracing, pe mit him to practice in clay or sand. Be sure the first letter a capital and that the others are lower case. Continue moti writing in space. Ask the pupil to copy his name directly under the pattern nam Eliminate tracing as soon as possible.

FUNCTIONAL ACADEMICS — HANDWRITING

PRIMARY

s in Writing (continued)

PROCEDURES	MATERIALS & EQUIPMENT
controlled area, such as, roll a ball within set boundaries or make designs on the peg board or tear paper.	
Observe and test each pupil as he plays, eats, or reaches for an object. Place a spoon, crayon, pencil, or other object directly in front of him. Watch to see which hand he uses to pick up the object.	Any objects which can be picked up with one hand.
Permit the pupil to scribble on the chalk board. Show him his pattern. Ask him to duplicate it. Watch to see if he moves from left to right.	Chalk, chalk board, large pencils, crayons.
Permit the pupil to finger paint. Allow free movement. Note that he will be able to show a pattern with both hands.	Finger paints and large size paper.
To teach directionality, draw large lines at random. Place a dot on the board. Place another dot at random. Ask the pupil to start on the first dot and to draw to the second dot. Stress rhythm. Use short lines. Draw circles at random on the chalk board. Have the pupil draw a circle on the board. If he cannot, let him practice drawing a circle in the air. If this seems difficult, allow him to touch your hand as you inscribe the circle. Use a cardboard with a circle cut out. Ask him to draw a circle around the inside edge. Gradually reduce the size of both lines and circles. Vary the size so that he will get an idea of form and not of size.	"Frostig Program" Section VM, colored pencils, worksheets. Chalk board
Teach movement with rhythmics. Follow the directions in the book. Educational Rhythmics, "Take a Partner"	**Educational Rhythmics,** "Take a Partner," Page 180 "Leaves," Page 102
Teach the shapes of geometric figures. Proceed from circles, vertical and horizontal lines to squares and triangles. Ask the pupil to trace at first. Use copies or stencils. Be careful not to reduce the size of the pupil's pattern too soon. After copy work, permit pupils to try for reproduction from memory. Test for writing readiness.	Paper, pencil, or crayons, stencils, "Frostig Program," section PC and PS, **Educational Rhythmics,** Robins, "Shapes," Page 156
Prepare a copy of each pupil's name for him. Ask the pupil to trace over the prepared copy. If he has difficulty tracing, permit him to practice in clay or sand. Be sure the first letter is a capital and that the others are lower case. Continue motion writing in space. Ask the pupil to copy his name directly under the pattern name. Eliminate tracing as soon as possible.	Pencil or crayon, clay, cookie sheet, and stylus, or meat skewer. Guide Line Ruled Paper ruled 1" with ½" spaces **Educational Rhythmics,** Robins "Shapes," Page 156 "Letters," Page 104

FUNCTIONAL ACADEMICS — HANDWRITING

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Routine Movements in Writing (continued)	
Recognizing other letters as needed and numbers to 12	Proceed in the same manner as in the name. Be sure to ge the correct form at first, rather than the recognition of th letter.

FUNCTIONAL ACADEMICS — NUMBERS

SPECIFIC AIMS

1. To learn simple number skills and terms of relationships.
2. To recognize the use of the clock.
3. To provide the pupil with experiences using money which will be meanin his everyday living.

LEARNINGS: Functional Number Concepts	
Presenting activities which will aid in developing an understanding and use of numbers, such as,	Pre-test each pupil to see what numbers he knows. Use Read ness Tests, **Trainable Children,** by Julia Malloy, Pages 90-9
Teaching vocabulary: Few - many One - more - less	Develop the meaning of few, many, one, more, and less. Use a flannnel board. Place objects on the board and have th pupils tell if there are few, many, etc.
Before - after In front of - behind	Develop the meaning of before, after, in front of, and behin Ask each pupil to take turns and move behind, in front o before, or after another pupil.
Big - little Small - large Tall - short Today - yesterday - tomorrow	Develop the other words using similar procedures. Use Pe body Color Chips and worksheets. Place colors in proper orde Follow the directions given. Teach counting in rhythm. Us "Educational Rhythmics," "Form a Circle" Page 86, an "Counting" Page 67.
Teaching rote counting	Use finger play and any available games and poems that hav rote counting. Refer to supplementary material for suggestion
Using numbers to 12	Count whenever possible. Count the pupils, chairs, desks, et Always count from left to right.
Counting by fives to 30	Provide items such as beads, pegs, color chips, and pennie Direct the pupils to count, then group and sort them at the desks.
Recognizing and writing	Use a flannel board. Place a number on the board with a co responding number of objects. Later, let the pupils match th numbers and objects. Present material such as Milton Bradl

FUNCTIONAL ACADEMICS — HANDWRITING

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
riting (continued)	
eed in the same manner as in the name. Be sure to get correct form at first, rather than the recognition of the r.	Alphabet flash cards Alphabet wall cards

FUNCTIONAL ACADEMICS — NUMBERS

SPECIFIC AIMS

umber skills and terms of relationships.
se of the clock.
pil with experiences using money which will be meaningful and useful in g.

epts

test each pupil to see what numbers he knows. Use Readi- Tests, **Trainable Children,** by Julia Malloy, Pages 90-91	See Readiness Tests, **Trainable Children,** Julia Malloy, Pages 90-91
elop the meaning of few, many, one, more, and less. a flannnel board. Place objects on the board and have the ils tell if there are few, many, etc.	Flannel board, Number Man
elop the meaning of before, after, in front of, and behind. each pupil to take turns and move behind, in front of, re, or after another pupil.	
elop the other words using similar procedures. Use Pea- Color Chips and worksheets. Place colors in proper order. ow the directions given. Teach counting in rhythm. Use ucational Rhythmics," "Form a Circle" Page 86, and unting" Page 67.	Peabody Color Chips, worksheets and mimeographed sheets
finger play and any available games and poems that have counting. Refer to supplementary material for suggestions.	Number cards, finger plays, number line
nt whenever possible. Count the pupils, chairs, desks, etc. ays count from left to right.	T.V. Video tape, "Mr. Clown" Language Master, Noun cards
vide items such as beads, pegs, color chips, and pennies. ct the pupils to count, then group and sort them at their s.	Beads, color chips, pennies, nickels, sticks, etc. Sort into egg cartons.
a flannel board. Place a number on the board with a cor- onding number of objects. Later, let the pupils match the bers and objects. Present material such as Milton Bradley	Flannel board, objects and numbers, number cards Worksheets

FUNCTIONAL ACADEMICS — NUMBERS

PRIMARY

LEARNINGS: Functional Number Concepts (continued)

ACTIVITIES	PROCEDURES
	Number Poster Cards. Let the pupils trace the numbers at and then make them alone. Use every opportunity to corre numbers for counting and in use by observing numbers pages, clocks, houses, etc. Use pictures and mimeograp work sheets for practice.
Teaching an address	Demonstrate by drawing a house and placing a numbe the front. Have the pupils draw or make a house. Teach t to put their house numbers on the front. Place numbers on each pupil's desk and ask him to find house number. Let the pupil use his house number to m his desk.
Recognizing the use of a clock	Show and demonstrate different kinds of clocks (alarm, wa etc.) Use songs, games, (See Music Section) Rhythmics. Set the play clock to show various activities, such as lu time, bus time, etc. Use a real clock to tell the time and s how it is necessary to watch the clock to know when to ready for the next activity. Permit the pupils to manipulate the toy clock.
Recognizing coins and identifying by names, such as, penny, nickel, dime, quarter, and half dollar 5 pennies = 1 nickel 2 nickels = 1 dime	Use the suggested material. Introduce the penny and the ni Name and count. Introduce other coins as the pupils are re Give each pupil some coins. Have each pupil select coin name. Ask the pupils to sort the coins. Teach money v Ask the pupils to trade five pennies for a nickel. Later t two nickels for one dime.
Using money	Set up a play store. Use clean, empty cans and boxes labels, real vegetables and fruit as often as possible. Ins the pupils to buy items of their choice by matching a co the price marked on the items.
Taking care of money	Ask each pupil to name his coins and help him to unders that the money buys his lunch and milk. Discuss metho caring for money. Give the pupil experience in being res sible for his lunch money.

FUNCTIONAL ACADEMICS — SCIENCE

SPECIFIC AIMS

1. To develop the concept of time and seasons.
2. To develop an understanding of weather and seasons.
3. To develop an understanding of plant and animal life and their uses.
4. To learn the functioning of simple machines.

FUNCTIONAL ACADEMICS — NUMBERS

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
r Concepts (continued)	
Number Poster Cards. Let the pupils trace the numbers at first and then make them alone. Use every opportunity to correlate numbers for counting and in use by observing numbers on pages, clocks, houses, etc. Use pictures and mimeographed work sheets for practice.	
Demonstrate by drawing a house and placing a number on the front. Have the pupils draw or make a house. Teach them to put their house numbers on the front. Place numbers on each pupil's desk and ask him to find his house number. Let the pupil use his house number to mark his desk.	Construction paper Crayons
Show and demonstrate different kinds of clocks (alarm, watch, etc.) Use songs, games, (See Music Section) Rhythmics. Set the play clock to show various activities, such as lunch time, bus time, etc. Use a real clock to tell the time and show how it is necessary to watch the clock to know when to get ready for the next activity. Permit the pupils to manipulate the toy clock.	Educational Rhythmics, Robins. "Clock," Page 47
Use the suggested material. Introduce the penny and the nickel. Name and count. Introduce other coins as the pupils are ready. Give each pupil some coins. Have each pupil select coins by name. Ask the pupils to sort the coins. Teach money value. Ask the pupils to trade five pennies for a nickel. Later trade two nickels for one dime.	Use real coins, "Eye Gate House Series" No. 1 to 5, 103B, No. 6 to 10, 103C, No. 11 to 19, 103F
Set up a play store. Use clean, empty cans and boxes with labels, real vegetables and fruit as often as possible. Instruct the pupils to buy items of their choice by matching a coin to the price marked on the items.	
Ask each pupil to name his coins and help him to understand that the money buys his lunch and milk. Discuss methods of caring for money. Give the pupil experience in being responsible for his lunch money.	

FUNCTIONAL ACADEMICS — SCIENCE

SPECIFIC AIMS

the concept of time and seasons.
an understanding of weather and seasons.
an understanding of plant and animal life and their uses.
e functioning of simple machines.

FUNCTIONAL ACADEMICS — SCIENCE
PRIMARY

LEARNINGS: An Understanding of the World of Science

ACTIVITIES	PROCEDURES
Providing activities which will assist the pupil in understanding the environment, such as,	
Recognizing the calendar	Keep a calendar prominently displayed. Turn over each as it is over. Use the words "yesterday" and "tomorrow talking about activities. Talk about the month, and the day. Let the pupils help ch the calendar each month.
Teaching about days and months	Ask the pupils what they did yesterday. Stress the nam the days of special activities. Teach the pupils to say names of the week by rote. Teach songs and games using and months (See Primary Music Section and Rhythmics Art). Use pictures and stories to create interest in each mo activities and holidays.
Teaching about seasons	Discuss the seasons of the year. Teach the names of seasons. Ask the pupils to tell the difference in the seasons. Giv pupils an opportunity to color seasonal pictures of food, cl and activities. Check the music section for seasonal s games, art projects, and stories. Use as many as possible
Observing the weather	Discuss the weather. Keep a class weather chart. Mar chart each day with sun, cloud, etc. Take a walk and the weather. Assist the pupils in dressing a doll accordi the weather and the season.
Recognizing familiar animals	Provide pictures of farm animals, wild animals and pets. the pictures and name each animal. Ask the pupils to the animals. Use the pictures or flannel board. Make a of each type. Take a nature walk to look for and list animals.
Learning about animal babies	Show State Department of Education Filmstrip, Reels 5 and the Ideal Chart 271, charts 4 and 5. Discuss the film the chart. Use any pictures and story books that are avai Permit pupils to color mimeographed pictures. Use the
Teaching the proper attitude toward annimals	Show the State Department of Education Filmstrips, R Frames 42 and 43. Use the animal charts to stress the dif animals and how we should treat them.
Caring for pets	Provide an aquarium or an animal for the classroom. the importance of regular cleaning and feeding by the p

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FUNCTIONAL ACADEMICS — SCIENCE
PRIMARY

ng of the World of Science

PROCEDURES	MATERIALS & EQUIPMENT
Keep a calendar prominently displayed. Turn over each day as it is over. Use the words "yesterday" and "tomorrow" in talking about activities. Talk about the month, and the day. Let the pupils help change the calendar each month.	"Day by Day Calendar"
Ask the pupils what they did yesterday. Stress the names of the days of special activities. Teach the pupils to say the names of the week by rote. Teach songs and games using days and months (See Primary Music Section and Rhythmics and Art). Use pictures and stories to create interest in each month's activities and holidays.	Educational Rhythmics, Ferris and Jennet Robins, "Months," Page 137, pictures. Pictures, bulletin board, room decorations suitable for each month.
Discuss the seasons of the year. Teach the names of the seasons. Ask the pupils to tell the difference in the seasons. Give the pupils an opportunity to color seasonal pictures of food, clothes and activities. Check the music section for seasonal songs, games, art projects, and stories. Use as many as possible.	Crayons, pictures, flannel board, Peabody Language Development Kit, Level No. 1, T.V. Video Tape, "Four Seasons," Filmstrip, S.V.E. Story Book
Discuss the weather. Keep a class weather chart. Mark the chart each day with sun, cloud, etc. Take a walk and note the weather. Assist the pupils in dressing a doll according to the weather and the season.	Mimeograph sheets, "The Pointer," Volume 4, No. 2, Page 61 Doll and clothes. Use small Flannel board, doll, paper dolls.
Provide pictures of farm animals, wild animals and pets. Show the pictures and name each animal. Ask the pupils to name the animals. Use the pictures or flannel board. Make a chart of each type. Take a nature walk to look for and listen to animals.	Pictures, flannel board, Cards from Peabody Language Development Kit
Show State Department of Education Filmstrip, Reels 4 and 5 and the Ideal Chart 271, charts 4 and 5. Discuss the films and the chart. Use any pictures and story books that are available. Permit pupils to color mimeographed pictures. Use the chart.	Pictures from color books
Show the State Department of Education Filmstrips, Reel 2, Frames 42 and 43. Use the animal charts to stress the different animals and how we should treat them.	
Provide an aquarium or an animal for the classroom. Stress the importance of regular cleaning and feeding by the pupils.	

FUNCTIONAL ACADEMICS — SCIENC

PRIMARY

LEARNINGS: An Understanding of the World of Science (continued)

ACTIVITIES	PROCEDURES
Recognizing types of plants	Use pictures to help the pupils think about different plants. Teach the care of house plants. Take the pu field trip to observe trees, shrubs, and flowers. Disc is observed.
Teaching how a plant grows	Plant some seeds or bulbs. Ask the pupils to watch stem, and leaves to develop. Let the pupils plant an the seeds. Discuss the growth of plants, showing see cuttings. Root a cutting in water. Refer to supplementary materials for further suggest

FUNCTIONAL ACADEMICS — SCIENCE

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
of the World of Science (continued)	
Use pictures to help the pupils think about different kinds of plants. Teach the care of house plants. Take the pupils on a field trip to observe trees, shrubs, and flowers. Discuss what is observed.	Magazine pictures, scrapbook, mimeographed pictures to color.
Plant some seeds or bulbs. Ask the pupils to watch for roots, stem, and leaves to develop. Let the pupils plant and care for the seeds. Discuss the growth of plants, showing seeds, bulbs, cuttings. Root a cutting in water.	Small containers, seeds, bulbs, slips, **Educational Rhythmics,** Robins, "The Flower Bulb," Page 74, tree leaves
Refer to supplementary materials for further suggestions.	

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Continuing Reading Readiness	
Providing activities which will aid in the further development of a readiness program, such as,	
Teaching left and right sequence	Review the procedures learned in the primary secti in concept of left and right. Ask the pupils to show lef right hands, left foot, right foot, etc. Use colors to red for left, green for right. Direct the pupils to rea or words from left to right.
Identifying geometric figures	Review the knowledge of shapes learned in the prim tion. Show pictures of houses or other scenes. Ask th to identify shapes used, such as doors, windows, boxes, signs, etc.
Teaching matching	Present prepared sheets showing words that match. the pupils to match like words by connecting with li left to right. Present picture cards and words. Instruct the pupils the picture cards with words. Use Reading Readine with words and pictures. Write simple sentences u words from the chart. Ask the pupils to read the wor the "Matchword" game.
Telling a story	Use "Tell again story cards," Level II. Ask the pupi a story about a picture. Make a chart story or write board using simple words. Use the same words fr Have the pupils read the story and then copy it.
Teaching awareness of environment and the use of necessary vocabulary	Schedule a news time each day. At this time, ask th to tell what day, month, and year it is, to give the tem weather, and events of the day. Write what is sai board. Ask the pupils to read and to copy the inform
Teaching phonics	Show a filmstrip using one letter sound such as " the pupils pick out things around them using that so them to find as many words as they can in a book o zine beginning with that sound. Have them cut out starting with that sound and paste them on poste games using the sound of letters. Make scrap books. is felt that one letter sound is understood, present letter.

FUNCTIONAL ACADEMICS — READING
INTERMEDIATE

Reading Readiness

PROCEDURES	MATERIALS & EQUIPMENT
Review the procedures learned in the primary section. Drill in concept of left and right. Ask the pupils to show left hands, right hands, left foot, right foot, etc. Use colors to identify, red for left, green for right. Direct the pupils to read letters or words from left to right.	Magic marker Colored ribbons
Review the knowledge of shapes learned in the primary section. Show pictures of houses or other scenes. Ask the pupils to identify shapes used, such as doors, windows, steeples, boxes, signs, etc.	Pictures, charts, shapes, flannel board, Kit of Color Recognition
Present prepared sheets showing words that match. Instruct the pupils to match like words by connecting with lines from left to right.	Teacher prepared sheets, pencils
Present picture cards and words. Instruct the pupils to match the picture cards with words. Use Reading Readiness Chart with words and pictures. Write simple sentences using the words from the chart. Ask the pupils to read the words. Play the "Matchword" game.	Flash cards with words and pictures, Reading Readiness Chart, Chalk board "Matchword" game
Use "Tell again story cards," Level II. Ask the pupils to tell a story about a picture. Make a chart story or write it on the board using simple words. Use the same words frequently. Have the pupils read the story and then copy it.	"Tell again story cards" Level II Pictures, chalk board, chart, Peabody Language Development Kit, Level P
Schedule a news time each day. At this time, ask the pupils to tell what day, month, and year it is, to give the temperature, weather, and events of the day. Write what is said on the board. Ask the pupils to read and to copy the information.	Chalk board, chalk, lined paper, standard pencils, tracing paper, (if necessary)
Show a filmstrip using one letter sound such as "T." Have the pupils pick out things around them using that sound. Ask them to find as many words as they can in a book or magazine beginning with that sound. Have them cut out pictures starting with that sound and paste them on posters. Play games using the sound of letters. Make scrap books. When it is felt that one letter sound is understood, present another letter.	Filmstrips, Talking Time Series Magazines, glue, scissors, paste board, Ideal Chart

FUNCTIONAL ACADEMICS — READING

INTERMEDIATE

LEARNINGS: Continuing Reading Readiness (continued)

ACTIVITIES	PROCEDURES
Continuing perceptual development	Continue Frostig Program and begin the section on F Ground and Spatial Relationship. Follow the manual. Giv pupil individual help. Keep work in individual folders.
Recognizing protective words	Show one of the films on 54 words. Use a few words at a Have the pupils write them over and over. Post one o in the room until the pupils know the word and what it n
Enriching vocabulary	Use "Vocabulary Posters" according to directions. Use words in sentences. Ask the pupils to read them back the pupils to construct their own sentences using these As they go to new words, review the old ones. On any trip, ask the pupils to watch for traffic signs o of the other protective words. Make a game of it. See tha know words that tell them the right places to go such as boys, men, women, etc.
Reading	When he is ready, start the pupil in a reader. Be su knows what he is reading. Stress the meaning and sp of words. Drill on words, using a list of words the pupils have m Have them read from the board or from flash cards. Teach the key words used in this section.

FUNCTIONAL ACADEMICS — HANDWRITIN

LEARNINGS: Continuing Routine Procedures in Writing

ACTIVITIES	PROCEDURES
Presenting activities which will broaden the experience necessary in teaching pupils to write, such as,	
Using guide lines	Present a sample or model of writing. Use lined paper standard pencil. Ask the pupil to copy the model, being ful that he stays within the top and bottom lines.
Developing posture	Ask the pupils to keep posture erect but comfortable.
Developing left to right sequence	Teach the pupil to hold the pencil between his thumb and finger with one hand at the top of the paper. Practice m the hand from left to right.
Reducing size	Direct the pupil to copy a sentence from the board. Whe pupil is ready, reduce the writing space to 1/2 inch. To

FUNCTIONAL ACADEMICS — READING
INTERMEDIATE

	PROCEDURES	MATERIALS & EQUIPMENT
Reading Readiness (continued)		
	Continue Frostig Program and begin the section on Figure-Ground and Spatial Relationship. Follow the manual. Give each pupil individual help. Keep work in individual folders.	Frostig Program Teacher's Guide, masters, P.C., P.S., F.G., and S.R. sections, individual folders
rds	Show one of the films on 54 words. Use a few words at a time. Have the pupils write them over and over. Post one or two in the room until the pupils know the word and what it means.	Film strips, flash cards, traffic signs
	Use "Vocabulary Posters" according to directions. Use these words in sentences. Ask the pupils to read them back. Ask the pupils to construct their own sentences using these words. As they go to new words, review the old ones.	"Vocabulary Posters" Language Master
	On any trip, ask the pupils to watch for traffic signs or any of the other protective words. Make a game of it. See that they know words that tell them the right places to go such as girls, boys, men, women, etc.	
	When he is ready, start the pupil in a reader. Be sure he knows what he is reading. Stress the meaning and spelling of words.	Reader, tablet chart, "Weekly Reader," Level I
	Drill on words, using a list of words the pupils have missed. Have them read from the board or from flash cards. Teach the key words used in this section.	Chalk board, chalk, tag-board, flash cards

FUNCTIONAL ACADEMICS — HANDWRITING

Routine Procedures in Writing		
h ce ils		
	Present a sample or model of writing. Use lined paper and a standard pencil. Ask the pupil to copy the model, being careful that he stays within the top and bottom lines.	Lined paper, standard pencil Alphabet cards on display
	Ask the pupils to keep posture erect but comfortable.	
	Teach the pupil to hold the pencil between his thumb and index finger with one hand at the top of the paper. Practice moving the hand from left to right.	**Educational Rhythmics**, Robins "Shapes," Page 150
	Direct the pupil to copy a sentence from the board. When the pupil is ready, reduce the writing space to 1/2 inch. To show	Chalk board, chalk, lined paper

INTERMEDIATE

LEARNINGS: Continuing Routine Procedures in Writing (continued)

ACTIVITIES	PROCEDURES
	the relationship of what the pupil is copying and oral e sion, allow him to construct the sentences to be used.
Copying first name	In copying the first name, permit the pupil to use a cop he can work independently of the copy.
Copying last name	In copying the last name, proceed as above.
Printing letters and words needed	To teach letters and needed words, say, then print the such as, the day and the month. Ask the pupils to copy
Spelling name	Give each pupil a packet containing cards with letter in his name. Have him arrange the cards in correct or spell his name.
Using letters in a series	Show relationship of groups of letters - OCADG ITL, etc. words. Demonstrate on the board and have the pupil w the air, then on the chalk board and paper.
Pointing out tall letters	Make a chart showing the tall letters. Ask the pupil to out the tall letters in the alphabet.
Pointing out letters extending below the line	Make a chart showing letters extending below the line. the pupils to point them out.
Copying names, address, telephone number	Provide a copy of name, address, and telephone numb each pupil. Have him copy it. Repeat as often as neede he really knows them. If necessary, tape the copy to his
Copying numbers 1-30	Present copies of numbers, one at a time. Have the pupil the numbers from a model until he can do it independ
Spelling words frequently written	Review, oral and written drills. Write words used in re Make flash cards for words as needed. Keep the word on the chalk board.
Improving visual perception and finger dexterity	To improve visual perception and finger dexterity, us Frostig Program. Present to the class, then proceed ind ally. Follow the teacher's manual closely. Keep the w each pupil in a folder. Permit the pupil to progress at hi rate.

FUNCTIONAL ACADEMICS — HANDWRITING
INTERMEDIATE

Procedures in Writing (continued)

PROCEDURES	MATERIALS & EQUIPMENT
the relationship of what the pupil is copying and oral expression, allow him to construct the sentences to be used.	
In copying the first name, permit the pupil to use a copy until he can work independently of the copy.	
In copying the last name, proceed as above.	
To teach letters and needed words, say, then print the words, such as, the day and the month. Ask the pupils to copy.	
Give each pupil a packet containing cards with letters used in his name. Have him arrange the cards in correct order to spell his name.	Tagboard cut in 2" squares, flash cards, individual cards
Show relationship of groups of letters - OCADG ITL, etc. Make words. Demonstrate on the board and have the pupil write in the air, then on the chalk board and paper.	Chalk board, chalk, paper, chart tablet
Make a chart showing the tall letters. Ask the pupil to point out the tall letters in the alphabet.	Chart tablet showing letters
Make a chart showing letters extending below the line. Permit the pupils to point them out.	Same as above
Provide a copy of name, address, and telephone number for each pupil. Have him copy it. Repeat as often as needed until he really knows them. If necessary, tape the copy to his desk.	Cards with child's full name, address, telephone number
Present copies of numbers, one at a time. Have the pupil write the numbers from a model until he can do it independently.	Number Line, flannel board
Review, oral and written drills. Write words used in reading. Make flash cards for words as needed. Keep the words used on the chalk board.	"The Pointer," Volume 14 Number 2, 1969, flash cards, notebook for each child to keep words he uses
To improve visual perception and finger dexterity, use the Frostig Program. Present to the class, then proceed individually. Follow the teacher's manual closely. Keep the work of each pupil in a folder. Permit the pupil to progress at his own rate.	"Frostig Program" all sections, teacher's guide, mimeographed sheets

FUNCTIONAL ACADEMICS — NUMBERS

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Continuing Functional Number Concepts	
Presenting activities which will aid in the further development and understanding of numbers, such as,	Review and re-enforce the procedures learned in the prima section.
Teaching vocabulary: short - long slow - fast in - out top - bottom high - low over - under inside - outside first - last same - equal most - least cashier	Using the vocabulary that is suggested, ask the pupils to u worksheets or make illustrations from magazines for each p of words. Continue to use the Frostig Program, P.S. section. Expl the positions in space, using the suggested vocabulary. Have the pupils follow directions such as "Put your ha high." "Put your hands low," etc. Teach games such as, "Si Says" or "Follow the Leader."
Developing the concept of numbers 1 to 30	Provide colored blocks or chips. Demonstrate counting groups by using colored blocks. Teach games using numb Use any available games where the pupils must count. Re to supplementary material for suggestions.
Counting by twos, fives, and tens to 100	Drill in matching numbers to groups of objects. Use groups twos, fives, and tens. Use workbooks and worksheets to incre skill.
Beginning addition and subtraction	Provide objects in two colors. Demonstrate addition of numb Use numbers 1-10. Add one more to each number. State "T black plus one red is three." Gradually discontinue 2 col Proceed to add 2 to the original number, etc. Reverse the p cedure in teaching subtraction. Give the pupils opportunities to practice adding and s tracting with objects.
Knowing address and telephone number	Let each pupil use the phone to dial his home. Use a toy t phone for practice. Teach pupils to address an envelope. Role play postman. Ass a postman to deliver the mail to the right "house."
Placing numbers on clock	Teach the numbers 1 to 12 on a blank clock on the boa Demonstrate the use of the hands. Teach rhythmics. Use "E cational Rhythmics," and "The Clock" page 47. Refer to sup

FUNCTIONAL ACADEMICS — NUMBERS

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
Number Concepts	
Review and re-enforce the procedures learned in the primary section.	
Using the vocabulary that is suggested, ask the pupils to use worksheets or make illustrations from magazines for each pair of words. Continue to use the Frostig Program, P.S. section. Explain he positions in space, using the suggested vocabulary. Have the pupils follow directions such as "Put your hands high." "Put your hands low," etc. Teach games such as, "Simon Says" or "Follow the Leader."	Frostig Program, P.S. section, calendar, box of small objects, magazines, worksheets
Provide colored blocks or chips. Demonstrate counting by groups by using colored blocks. Teach games using numbers. Use any available games where the pupils must count. Refer o supplementary material for suggestions.	Colored blocks or chips "Candyland," dominoes, etc. Number line, number cards
Drill in matching numbers to groups of objects. Use groups of wos, fives, and tens. Use workbooks and worksheets to increase skill.	Numbers, objects, such as, sticks, blocks, beads, pencils, etc. Chalkboard, checkers or blocks
Provide objects in two colors. Demonstrate addition of numbers. Use numbers 1-10. Add one more to each number. State "Two black plus one red is three." Gradually discontinue 2 colors. Proceed to add 2 to the original number, etc. Reverse the procedure in teaching subtraction.	Objects in two colors, worksheets, objects to match with card with numbers on them.
Give the pupils opportunities to practice adding and subtracting with objects.	
Let each pupil use the phone to dial his home. Use a toy telephone for practice. Teach pupils to address an envelope. Role play postman. Assign postman to deliver the mail to the right "house."	Toy and real telephone Pencils, envelopes
Teach the numbers 1 to 12 on a blank clock on the board. Demonstrate the use of the hands. Teach rhythmics. Use "Educational Rhythmics," and "The Clock" page 47. Refer to supple-	Have clock on view until the pupils learn the design of the clock, worksheets.

FUNCTIONAL ACADEMICS — NUMBE

INTERMEDIATE

LEARNINGS: Continuing Functional Number Concepts (continued)

ACTIVITIES	PROCEDURES
	mentary materials for further suggestions. Teach th do their own worksheets.
Counting by tens to 60	Review and re-enforce the procedures learned in t section. Drill until mastered.
Counting by fives to 60	Teach counting by rote and rhythmics. Work with then individually, as needed.
Telling time by the hour and the half hour	Discuss the name of the clock's hands. Use a cloc the desk. Teach the use of the terms, **after** the hou past, then use the term **before** the next half hour. numbers only to 30.) Use "Tell Time Quizmo" and w Demonstrate.
Orientation to time - past, present, and future	See Fine Arts sections and select suitable songs a See Science section on the use of the calendar. Teach awareness of time, past, present, and future. M activities such as bowling, parties, holidays on cale
Counting money by nickels	Give each pupil an equal amount of money, but in a coins. Have them exchange coins with one another keep their original amount of money. Use coins t has more, less, same, etc. Ask the pupils to sort nickels and dimes by fives and tens. Name a coi its value, so each pupil will associate the name a value of coins.
Making change for a quarter	Teach making change for a quarter. Work slowly. the pupil at first. Begin by selecting two dimes an Provide nickels and dimes for each child. Practic 25¢ from a number of nickels and dimes. Later, in nies.
Using real money	Set up a play store. Assign a pupil who counts we cashier. Have each pupil choose an item to buy an the correct amount of money for payment. Price some of the items in the store so the pupil to make change (17¢ or 29¢). Use the "Eye Gate Ho Time and Money, 103H.
Making change for a dollar bill	Demonstrate the amount of each type of coin need one dollar. Place a dollar bill on the table. Have

FUNCTIONAL ACADEMICS — NUMBERS
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
nber Concepts (continued)	
ary materials for further suggestions. Teach the pupils to eir own worksheets.	Educational Rhythmics, Robins "The Clock," Page 47 "The Tambourines," Pages 183, 191
ew and re-enforce the procedures learned in the primary on. Drill until mastered.	Sticks, pencils, etc., in bundles of tens
h counting by rote and rhythmics. Work with the group, individually, as needed.	Sticks, pencils, etc., in bundles of fives
iss the name of the clock's hands. Use a clock puzzle at esk. Teach the use of the terms, **after** the hour **until** half then use the term **before** the next half hour. (This uses bers only to 30.) Use "Tell Time Quizmo" and worksheets. onstrate.	Child Guidance Toys, "Tell Time Quizmo," worksheets
ine Arts sections and select suitable songs and stories. cience section on the use of the calendar. h awareness of time, past, present, and future. Mark future ities such as bowling, parties, holidays on calendar.	Clock, calendar, pictures, stories, and songs referring to past events. **Training Children,** Julia Malloy, Page 92
each pupil an equal amount of money, but in a variety of . Have them exchange coins with one another but try to their original amount of money. Use coins to see who more, less, same, etc. Ask the pupils to sort and count ls and dimes by fives and tens. Name a coin and tell alue, so each pupil will associate the name and number of coins.	Real coins, pictures with the value and names of coins on chart, blackboard or flannel board, small boxes or egg cartons.
making change for a quarter. Work slowly. Count with upil at first. Begin by selecting two dimes and a nickel. ide nickels and dimes for each child. Practice selecting rom a number of nickels and dimes. Later, include pen-	Cash register, money changer
p a play store. Assign a pupil who counts well to act as er. Have each pupil choose an item to buy and to select orrect amount of money for payment. some of the items in the store so the pupils will need ke change (17¢ or 29¢). Use the "Eye Gate House Series," and Money, 103H.	
nstrate the amount of each type of coin needed to equal dollar. Place a dollar bill on the table. Have each pupil	Dollar bill, coins

FUNCTIONAL ACADEMICS — NUMBER

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Continuing Functional Number Concepts (continued)	
	count out dimes to equal a dollar. Permit the pupils ment by using nickels and quarters.
Teaching the use of a wallet for boys and a purse for girls	Show a wallet and a purse containing sections for ide cards. Demonstrate the proper care and use of the v purse, and the identification cards. Make identificat for the pupils and teach them to read them. Teach t the importance of caring for the cards. Refer to th mentary materials for further suggestions.

FUNCTIONAL ACADEMICS — SCIENC

ACTIVITIES	PROCEDURES
LEARNINGS: More About the World of Science	
Providing activities which will assist the pupil in a better understanding of the environment, such as,	
Knowing sequence of days and weeks	Discuss day and night. Use chart pictures of daily Make scrapbooks. Teach names and sequences of th the week. Discuss weekday vs. weekend activitie pictures of church, school, playtime, and ask what da be. Show time on a clock. Have pupils specify morn and night. Ask the pupils to collect their own pic materials for their books. Have the pupils sort th according to activity. Use the calendar daily. Make each month and color the picture. Check off the suggested materials.
Learning about months and special days	Teach the months of the year, and as they pertain t birthdays, and special events. Teach songs, rhythmic Use suggested materials. Use methods described in Section for teaching sons, Rhythmics, etc.
Understanding the sequence of seasons and signs of seasons	Collect seasonal items: vegetables, fruit, leaves, fl Observe the weather and seasonal changes. Take Make a scrapbook for each season showing food, activities, songs, rhythmics, art, stories, and poem and demonstrate the use of items. Ask the pupil their own pictures of seasons. Keep the bulletin board Use suggested material. See Fine Arts Section.

FUNCTIONAL ACADEMICS — NUMBERS

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
ber Concepts (continued)	
out dimes to equal a dollar. Permit the pupils to experi- by using nickels and quarters.	
a wallet and a purse containing sections for identification . Demonstrate the proper care and use of the wallet and , and the identification cards. Make identification cards e pupils and teach them to read them. Teach the pupils nportance of caring for the cards. Refer to the supple- ry materials for further suggestions.	Wallet, purse with identification cards.

FUNCTIONAL ACADEMICS — SCIENCE

cience	
ss day and night. Use chart pictures of daily activities. scrapbooks. Teach names and sequences of the days of veek. Discuss weekday vs. weekend activities. Discuss res of church, school, playtime, and ask what day it could how time on a clock. Have pupils specify morning, noon, night. Ask the pupils to collect their own pictures and rials for their books. Have the pupils sort the pictures ding to activity. Use the calendar daily. Make a calendar month and color the picture. Check off the days. Use sted materials.	Pictures, calendar Stories for special Holidays, 85J Alarm clock, play clocks for each pupil. **Workbooks,** Now I Read, Bebe Bernstein. Mimeographed picture of a calendar. "Quizmo" game, "Eye Gate House Series"
the months of the year, and as they pertain to holidays, ays, and special events. Teach songs, rhythmics, and art. uggested materials. Use methods described in Fine Arts n for teaching sons, Rhythmics, etc.	Calendar, worksheets, See Fine Arts Section, "Eye Gate House Series," Stories for Special Holidays, 85J
t seasonal items: vegetables, fruit, leaves, flowers, etc. ve the weather and seasonal changes. Take field trips. a scrapbook for each season showing food, clothing, ties, songs, rhythmics, art, stories, and poems. Display emonstrate the use of items. Ask the pupils to select wn pictures of seasons. Keep the bulletin boards seasonal. uggested material. See Fine Arts Section.	Real fruit, vegetables, nuts, leaves, flowers. Magazines and catalogs. Peabody Language Development Kit, Level No. 1, bulletin board, flannel board, S.V.E. filmstrips Ideal Chart

FUNCTIONAL ACADEMICS — SCIENCE

INTERMEDIATE

LEARNINGS: More About the World of Science (continued)

ACTIVITIES	PROCEDURES
Understanding weather changes	Discuss weather and its changes. Keep a temperature chart and discuss the changes. Teach the pupils to keep individua weather charts. Note the changes in the sky, wind, and temperature. Keep a weather and temperature chart. Call attentio to the appearance of the sky when a storm is approaching. Discuss activities appropriate in different types of weathe such as, swimming, sledding, skating, flying kites, etc. Plan with the pupils what games and work can be done, wha clothing should be worn in various types of weather, and wha should be done in storms. See Safety Section. Ask the pupils to find pictures showing activities of different seasons. Instruc them in making scrapbooks. Ask the pupils to listen t weather reports on radio or television and to report to the class. Teach the pupils how to make a kite or pinwheel. Permi them to fly the kite or hold the pinwheel against the wind Discuss the result.
Knowing different animals and their uses	Show pictures, filmstrips, and charts. Let pupils demonstrat how animals move and the sounds they make. Find picture of various animals' homes. Take a trip to the zoo and help th pupils notice differences in animals. Discuss how animals ar useful for food, clothing, for work, and for pets. Ask the pupil to name the animals that are useful in each category. Us films, pictures, and real items to help the pupils become awar of how much we need and use animals.
Planting and transplanting	Plant seeds in small pots. Put one pot in a dark place and on in the sun to show the need for sunshine. Use two pots t show the need of water. Leave some seeds out of soil to sho that they won't grow. Transplant into separate pots as seedlings grow. Assist th pupils in planting a terrarium.
Teaching how plants drink water	Provide sweet potatoes, carrots, and a stalk of celery. Ask th pupils to place the sweet potatoes and carrots in a jar of wate and to watch the results. Place the stalk of celery in a container of colored water. Let the pupils watch the color showin up in the stalk after a few days.
Being aware of usefulness of plants	Plant a small garden in the spring. Discuss the plants tha we eat, the uses of trees, flowers, etc. Show pictures and filmstrips. Lead the discussion about them.

FUNCTIONAL ACADEMICS — SCIENCE
INTERMEDIATE

f Science (continued)

PROCEDURES	MATERIALS & EQUIPMENT
iscuss weather and its changes. Keep a temperature chart d discuss the changes. Teach the pupils to keep individual eather charts. Note the changes in the sky, wind, and tem- erature. Keep a weather and temperature chart. Call attention the appearance of the sky when a storm is approaching.	Thermometer, mimeographed calendars
iscuss activities appropriate in different types of weather, ch as, swimming, sledding, skating, flying kites, etc.	
lan with the pupils what games and work can be done, what othing should be worn in various types of weather, and what ould be done in storms. See Safety Section. Ask the pupils find pictures showing activities of different seasons. Instruct em in making scrapbooks. Ask the pupils to listen to eather reports on radio or television and to report to the ass. Teach the pupils how to make a kite or pinwheel. Permit em to fly the kite or hold the pinwheel against the wind. iscuss the result.	Magazines Radio or television Kites or materials to make them.
how pictures, filmstrips, and charts. Let pupils demonstrate w animals move and the sounds they make. Find pictures various animals' homes. Take a trip to the zoo and help the pils notice differences in animals. Discuss how animals are eful for food, clothing, for work, and for pets. Ask the pupils name the animals that are useful in each category. Use ms, pictures, and real items to help the pupils become aware how much we need and use animals.	Filmstrips, Ideal Chart 271, Charts 4 and 5 Film, S.V.E., A461-5C, **Educational Rhythmics,** Robins, "Food for the Hungry," Page 84
lant seeds in small pots. Put one pot in a dark place and one the sun to show the need for sunshine. Use two pots to ow the need of water. Leave some seeds out of soil to show at they won't grow.	Seeds, small pots, plant food, peat moss
ransplant into separate pots as seedlings grow. Assist the pils in planting a terrarium.	Terrarium, small plants or gallon jars
rovide sweet potatoes, carrots, and a stalk of celery. Ask the pils to place the sweet potatoes and carrots in a jar of water d to watch the results. Place the stalk of celery in a con- iner of colored water. Let the pupils watch the color showing in the stalk after a few days.	Celery stalk, sweet potatoes, carrots, food coloring, containers of water.
ant a small garden in the spring. Discuss the plants that e eat, the uses of trees, flowers, etc. Show pictures and film- rips. Lead the discussion about them.	Pictures, filmstrips, garden spot, seeds, **Educational Rhythmics,** Robins, "Woodcutter," Pages 215 and 218, "Tree," Page 207

LEARNINGS: More About the World of Science (continued)

ACTIVITIES	PROCEDURES
Learning that some plants are harmful	Show a filmstrip and discuss it. Stress the fact that the p should not put stems, leaves, etc., in their mouths. See S Section.
Observing magnets	Provide a magnet. Provide different items. Permit the p to experiment with the magnet discovering what type of th it can pick up and what type it cannot pick up. Ask the p to give a statement of the results of their experiment. the game "Ticklebee." Refer to supplementary materials for other suggestions.

FUNCTIONAL ACADEMICS — SCIENCE
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
of Science (continued)	
how a filmstrip and discuss it. Stress the fact that the pupils hould not put stems, leaves, etc., in their mouths. See Safety ection.	Pictures, filmstrip No. 2
Provide a magnet. Provide different items. Permit the pupils o experiment with the magnet discovering what type of things can pick up and what type it cannot pick up. Ask the pupils o give a statement of the results of their experiment. Play he game "Ticklebee."	Large magnets, items to pick up. Game "Ticklebee"
efer to supplementary materials for other suggestions.	

FUNCTIONAL ACADEMICS — READING

ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Beginning Functional Reading	
Providing activities which will aid in teaching fundamental reading, such as,	
Reading	Review the procedures learned in the primary and inter levels. Give practice in recognizing the protective words. Use the pupil's own experience charts to create readi terial.
Reinforcing learned skills	Review words each week Proceed with standard reading materials for any pu is capable of handling it. Use suggested materials. Pro define, and use words. Display key words used in a work and workshop. Teach the workshop vocabula
Reading assignments	Prepare worksheets and ask each pupil to read his o Prepare daily worksheet of assignments. Ask each read his own assignment.
Spelling	Build sentences for pupils to read. Encourage the p build their own sentences. Use words that the pupil needs to express his experie writing.
Playing store	Ask each pupil to make a shopping list. Set up a pla Teach the pupils how to fill the shopping list from t store. Make a trip to a real store and let the pupils sh supervision.
	Refer to supplementary material

SUPPLEMENTARY MATERIAL

I. Books

- A. **Reading Skill Builders,** Reader's Digest Services, Inc., Educational Division, Pleas
  The New Basic Readers Series, Scott, Foresman and Company, Chicago, Illinois
  The Functional Basic Reading Series, Stanwix House, Inc., Pittsburg, Pennsylvani
- B. Workbooks
  1. Beery, Althea, "Pre-Primer Seatwork," Webster Publishing Company, St. Louis
  2. Parkinson Program for Special Children, Follett Educational Corporation, Chica

FUNCTIONAL ACADEMICS — READING

ADVANCED

Reading

PROCEDURES	MATERIALS & EQUIPMENT
Review the procedures learned in the primary and intermediate levels.	
Give practice in recognizing the protective words. Use the pupil's own experience charts to create reading material.	Flash cards, charts, magic marker, "Weekly Reader," Level II
Review words each week Proceed with standard reading materials for any pupil who is capable of handling it. Use suggested materials. Pronounce, define, and use words. Display key words used in academic work and workshop. Teach the workshop vocabulary list.	Pre-primer to advanced materials when it is needed. Reader's Digest - Reading Skill Builders
Prepare worksheets and ask each pupil to read his own. Prepare daily worksheet of assignments. Ask each pupil to read his own assignment.	Worksheets
Build sentences for pupils to read. Encourage the pupils to build their own sentences. Use words that the pupil needs to express his experiences in writing.	Weather charts, flash cards, Language Master Peabody Language Kit, Level P
Ask each pupil to make a shopping list Set up a play store. Teach the pupils how to fill the shopping list from the play store. Make a trip to a real store and let the pupils shop with supervision.	Basket or bag Items for the play store
Refer to supplementary material	

SUPPLEMENTARY MATERIAL

ader's Digest Services, Inc., Educational Division, Pleasantville, New York 10570
eries, Scott, Foresman and Company, Chicago, Illinois
ding Series, Stanwix House, Inc., Pittsburg, Pennsylvania

ner Seatwork," Webster Publishing Company, St. Louis, Missouri
Special Children, Follett Educational Corporation, Chicago, Illinois

FUNCTIONAL ACADEMICS — READING
SUPPLEMENTARY MATERIAL (continued)

II. Duplicating Materials and Workbooks

- A. Continental Press, Elizabethtown, Massachusetts
  1. "Rhyming" 1 and 2
  2. "Visual Discrimination" 1 and 2
  3. "Visual Motor Skills" 1 and 2
  4. "Beginning Sounds" 1 and 2
  5. "Thinking Skills" 1 and 2
  6. "We Learn to Read" 1 and 2
  7. "Useful Language" 1 and 2
  8. "A B C Book"
- B. Follett Publishing Company, Chicago, Illinois
  1. "Come and See," Leila Armstrong
  2. "Come and Hear," Leila Armstrong
  3. "Frostig Program for the Development of Visual Perception," Frostig, Marianne and Horne, David
- C. The John Day Company, New York, New York
  1. "Basic Lessons for Retarded Children"
- D. F. A. Owens Publishing Company, Dansville, New York, "Perceptual Concept Series"

III. Filmstrips

- A. Eye Gate Filmstrips, Jamaica, New York
  1. No. 85A - "Recognition Phases"
  2. No. 85B - "Auditory Discrimination"
  3. No. 85C - "Story Practices"
  4. No. 85D - "Visual Discrimination"
  5. No. 85E - "Classifying"
  6. No. 85F - "Similarities"
  7. No. 85G - "Differences"
  8. No. 85H - "Alphabet"
  9. No. 85I - "Left to Right Sequence"
  10. No. 85J - "Stories for Special Days"
- B. Webster Division - McGraw-Hill Book Company, Manchester, Missouri, "Talking Time"

IV. Games

- A. Ed-u cards
  1. "Objects Lotto"
  2. "Zoo Lotto"
  3. "Farm Lotto"
  4. "Matchword Game"
  5. "Alphabet Lotto"

B. McGraw-Hill, Inc., New York, New York
    1. "Observation Lotto - What's in a Store"
    2. "Observation Lotto - How We Live"
    3. "Looking and Listening"
    4. "Knowing and Naming"

C. Lauri Enterprises, Haverhill, Massachusetts
    1. "Alph Space"

D. Gerrard Press Publishers, Champaign, Illinois
    1. "Happy Bears"

E. Milton Bradley, Springfield, Massachusetts
    1. "Picture Words for Beginners"

F. Webster Division - McGraw-Hill Book Company, St. Louis, Missouri
    1. "Tell Again Story Cards"

V. Kinesthetic Materials

A. R.H. Stone Products, Detroit, Michigan
    1. "Kinesthetic Alphabet"

VI. Records

A. Bowmar Records, Los Angeles, California
    1. "Singing Sounds"

B. Walt Disney
    1. "Acting out the A B C's"

VII. State Department of Education, "Workshop Vocabulary List," Jess LaPuma

VIII. Vocabulary Posters, Exceptional Products, Minneapolis, Minnesota

A. Vocabulary Posters

IX. Paper

A. Weekly Reader, Education Center, Columbus, Ohio

X. Kit

A. American Guidance Service, Circle Pines, Minnesota
    1. Peabody Language Development Kit, Level P

FUNCTIONAL ACADEMICS — HANDW

ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Using Writing in Everyday Living	
Presenting activities which will motivate the pupils to write, such as,	
Writing cursive	If a pupil has the ability to master cursive writi how to write his name.
Recognizing size and shape of letters	To teach size and shape of letters, group simila relate this with spelling and making rhyming w sary, let the pupil trace the letters at first. As leave space below the copy for his own writing.
Writing the letters of the alphabet	Teach the pupil to write or print all the letters o Use procedures in Educational Rhythmics.
Filling in forms	Discuss the procedures necessary in applying for simple application blanks. Have the pupils fill with full name, address, telephone number, ag birth (if possible).
Understanding the use of checks	Teach pupils how to endorse checks.
Communicating	Ask the pupils to make a sentence telling the ne Write the sentence and permit the pupils to cop pupils how to write simple thank you notes. As suggest that they write simple letters to a relati friends. Show pictures or ask the pupils to nar ience. Ask each pupil to write a short story abou or experience. Place needed words on the chalkboard. Permit keep a notebook containing the words or the origi

FUNCTIONAL ACADEMICS — NUM

LEARNINGS: The Use of Numbers	
Presenting activities which will aid in teaching pupils to use numbers, such as,	Review and re-enforce the procedures learned mediate section.

FUNCTIONAL ACADEMICS — HANDWRITING

ADVANCED

g in Everyday Living

PROCEDURES	MATERIALS & EQUIPMENT
If a pupil has the ability to master cursive writing, teach him how to write his name.	Pencil, lined paper
To teach size and shape of letters, group similar letters. Correlate this with spelling and making rhyming words. If necessary, let the pupil trace the letters at first. As he progresses, leave space below the copy for his own writing.	List of words on the board: dog cat sat log rat that fog hat fat
Teach the pupil to write or print all the letters of the alphabet. Use procedures in Educational Rhythmics.	"Letters" Page 107 "Spelling," Page 164
Discuss the procedures necessary in applying for a job. Provide simple application blanks. Have the pupils fill in the blanks with full name, address, telephone number, age, and date of birth (if possible).	Teacher prepare and mimeograph application blanks.
Teach pupils how to endorse checks.	
Ask the pupils to make a sentence telling the news of the day. Write the sentence and permit the pupils to copy it. Teach the pupils how to write simple thank you notes. As they succeed, suggest that they write simple letters to a relative or to their friends. Show pictures or ask the pupils to narrate an experience. Ask each pupil to write a short story about the pictures or experience.	Chalk board, paper, pencils Note paper, envelopes, magazines, books, individual notebooks
Place needed words on the chalkboard. Permit each pupil to keep a notebook containing the words or the original sentences.	

FUNCTIONAL ACADEMICS — NUMBERS

umbers

Review and re-enforce the procedures learned in the intermediate section.

FUNCTIONAL ACADEMICS - - HANDWRITING

ADVANCED

LEARNINGS: The Use of Numbers (continued)

ACTIVITIES	PROCEDURES
Teaching vocabulary: all - some beginning - end forward - back take away add - subtract cheap - expensive higher - cheaper value	Teach the vocabulary suggested by using concrete examp Point out that the terms are used in telling time, measuri use of money, etc.
Developing number concepts	Continue work with development of number concepts. Proc as far as possible with each pupil. Use worksheets, match games, etc., to assist the pupils in using numbers.
Counting by 2's to 100	Provide blocks or chips. Use groups of colored blocks or ch to encourage faster counting. Ask the pupils to group and count by two's.
Providing practical experience in addition and subtraction	Demonstrate the principles of addition and subtraction by us concrete objects. Proceed to the flannel board and ask pupils to add or subtract an object. Give each pupil a chan As the pupil adds or subtracts an object, write the probl on the chalk board using one column problems. Give workbo to the pupils. Let the pupil use counters. Give individual h Review the procedures learned at the intermediate level.
Telling time by the hour and half hour	Use clocks, such as "Quizmo Clocks" and direct the pupils set the play clock to an assigned time. Give individual he If it is found that a pupil can tell time to the minute, per him to practice many assigned times.
Using cooking timer	Explain the use of a cooking timer. Demonstrate its use. G each pupil an opportunity to set the timer for a given peri
Reading and writing values of money	Set up a play store using one pupil as cashier. Give an assi ment to each pupil, such as, select and purchase items cost over a dollar, add the cost of several purchases together, a pay the cashier. Teach the pupils to read grocery and clothing ads from ne papers. Ask the pupils to choose two items. Give practice in adding the cost of the items chosen. Use Ideal "Dollars and Cen Place Value Kit, 764.
Solving simple problems about money	Show the solution of problems on the board, stressing the and placement of the dollar sign and the decimal point

FUNCTIONAL ACADEMICS — HANDWRITING

ADVANCED

Numbers (continued)

	PROCEDURES	MATERIALS & EQUIPMENT
	Teach the vocabulary suggested by using concrete examples. Point out that the terms are used in telling time, measuring, use of money, etc.	
ts	Continue work with development of number concepts. Proceed as far as possible with each pupil. Use worksheets, matching games, etc., to assist the pupils in using numbers.	Teacher made worksheets
	Provide blocks or chips. Use groups of colored blocks or chips to encourage faster counting. Ask the pupils to group and to count by two's.	Colored cubes or chips
	Demonstrate the principles of addition and subtraction by using concrete objects. Proceed to the flannel board and ask the pupils to add or subtract an object. Give each pupil a chance. As the pupil adds or subtracts an object, write the problem on the chalk board using one column problems. Give workbooks to the pupils. Let the pupil use counters. Give individual help. Review the procedures learned at the intermediate level.	Flannel board, small objects, workbooks, counters
	Use clocks, such as "Quizmo Clocks" and direct the pupils to set the play clock to an assigned time. Give individual help. If it is found that a pupil can tell time to the minute, permit him to practice many assigned times.	Clock, "Quizmo Clocks," worksheets
	Explain the use of a cooking timer. Demonstrate its use. Give each pupil an opportunity to set the timer for a given period.	Timer
	Set up a play store using one pupil as cashier. Give an assignment to each pupil, such as, select and purchase items costing over a dollar, add the cost of several purchases together, and pay the cashier.	Coins, items priced over $1.00 in store, cash register
	Teach the pupils to read grocery and clothing ads from newspapers. Ask the pupils to choose two items. Give practice in adding up the cost of the items chosen. Use Ideal "Dollars and Cents" Place Value Kit, 764.	Blackboard, newspapers
	Show the solution of problems on the board, stressing the use and placement of the dollar sign and the decimal point to	

FUNCTIONAL ACADEMICS — NUMBERS
ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: The Use of Numbers (continued)	
	separate dollars and cents. Ask the pupils to practice readi and solving problems on the chalk board. Use worksheets.
Using money on field trips	Schedule a field trip. Let the class decide where to go. Gi choices such as the following: Take a ride on a bus and at a cafeteria. Go to a laundromat. Go to a grocery store help buy groceries for the home living class, party, or cook-o Go to a variety store and make small purchases. Work out the plans well and be sure that the pupils und stand what is expected of them. Give each pupil some mon and supervise the way he spends it. Discuss the trip after returning to school.
Recognizing checks and their value	Discuss the reasons for check writing. Let each pupil endo some checks and then have them exchanged for money. Role play: Receiving the check for work and cashing check for money.
Earning money	Take pupils to visit a workshop. Discuss the work done the workshop. Stress that the workers are paid money their labor. Role playing: Set up a workshop situation a pay workers at the end of the period with a check.
Learning the value of saving money	Let each pupil make a bank. Ask the parents to give the pu an allowance and to encourage him to save for the purcha of some larger item he wants. Keep a bank at school and a a few cents a day. Open and count on certain days to sh the pupils the increase. Use the savings for a party, or to b something for the room, or for a treat. Refer to supplementary materials for further suggestions.

SUPPLEMENTARY MATERIAL

I. Filmstrips
  A. State Department of Education Filmstrips
    1. Reel 7 - Frames 1- 12, "Concepts Basic to Number Work"
    2. Reel 7 - Frames 14 - 26, "Juno the June Bug"
    3. Reel 7 - Frames 27 - 40, "I Can Count"
    4. Reel 8 - Framse 1 - 13, "Think and Do"

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FUNCTIONAL ACADEMICS — NUMBERS

ADVANCED

rs (continued)

PROCEDURES	MATERIALS & EQUIPMENT
separate dollars and cents. Ask the pupils to practice reading and solving problems on the chalk board. Use worksheets.	Worksheets
Schedule a field trip. Let the class decide where to go. Give choices such as the following: Take a ride on a bus and eat at a cafeteria. Go to a laundromat. Go to a grocery store to help buy groceries for the home living class, party, or cook-out. Go to a variety store and make small purchases.	Money
Work out the plans well and be sure that the pupils understand what is expected of them. Give each pupil some money and supervise the way he spends it. Discuss the trip after returning to school.	
Discuss the reasons for check writing. Let each pupil endorse some checks and then have them exchanged for money.	Coins, checks, bills ($1 $5, $10)
Role play: Receiving the check for work and cashing the check for money.	
Take pupils to visit a workshop. Discuss the work done in the workshop. Stress that the workers are paid money for their labor. Role playing: Set up a workshop situation and pay workers at the end of the period with a check.	Boxes of bolts, nuts, screws, nails, tile, buttons, etc. Include various colors and sizes of each.
Let each pupil make a bank. Ask the parents to give the pupil an allowance and to encourage him to save for the purchase of some larger item he wants. Keep a bank at school and add a few cents a day. Open and count on certain days to show the pupils the increase. Use the savings for a party, or to buy something for the room, or for a treat.	Bank, money
Refer to supplementary materials for further suggestions.	

SUPPLEMENTARY MATERIAL

tion Filmstrips
"Concepts Basic to Number Work"
, "Juno the June Bug"
. "I Can Count"
"Think and Do"

B. Eye Gate Filmstrips
  1. No. 103A - "Count to Find Out"
  2. No. 103B - "Seeing the Use of Numbers 1-5"
  3. No. 103C - "Numbers 6-10"
  4. No. 103D - "Groups of 2-10"
  5. No. 103E - "Putting Groups Together"
  6. No. 103F - "Number 11-19"
  7, No. 103G - "Talking a Group Apart"
  8. No. 103H - "Time and Money"
  9. No. 103I - "How Many in All? How Many Left?"

II. Finger Plays

A. State Department of Education Finger Play Manual
  1. "Hickory Dickory Dock"
  2. "Five Little Blackbirds"
  3. "Five Little Squirrels"
  4. "Five Little Bluebirds"
  5. "Soldiers"
  6. "Five Little Mice"
  7. "Counting the Fingers"
  8. "Fishes"
  9. "Five Little Rabbits"
  10. "Six Little Ducks"
  11. "Ten Little Fingers"
  12. "Ten Little Soldiers"
  13. "Ten Little Indians"
  14. "Ten Little Ducklings"
  15. "Ten Fluffy Chickens"

III. Songs

A. State Department of Education Music Folder
  1. "Ten Little Fingers"
  2. "I'm Tall, It's Small"
  3. "Clock Song"
  4. "The Clock"
  5. "This Old Man"
  6. "1, 2, 3, 4, 5, 6, 7"
  7. "Ten Little Indians"
  8. "One Little Elephant"
  9. "Two Little Birds"

IV. Duplicating Materials and Workbooks

A. Continental
  1. "Playing With Numbers" 1 and 2
  2. "Number Concepts" 1 and 2
  3. "Measurement" 1 and 2

FUNCTIONAL ACADEMICS — NUM

SUPPLEMENTARY MATERIAL (con

4. "We Work with Numbers" 1 and 2
5. "Happy Trails in Numberland" 1 and 2
6. "United States Money" 1, 2, and 3
7. "Time" 1 and 2

B. Educational Publishing Corporation, Darien, Connecticut
  1. "Everyday Arithmetic Made Easy" 1

C. Follett Publishing Company, Chicago, Illinois
  1. "Come and Count" Leila Armstrong

D. John Day Company, New York, New York
  1. "Basic Lessons for Retarded Children"

V. Games and Toys

A. Milton Bradley, Springfield, Massachusetts
  1. "Jollytime Dominoes"
  2. "Candyland"
  3. "Uncle Wiggly"

B. Lauri Enterprises, Haverhill, Massachusetts
  1. "Fit-a-Space"
  2. "Fit-a-Number"
  3. "Count-a-Space"

C. Judy Company, Minneapolis, Minnesota
  1. "Number-ite"

VI. Rhythmics
A. Educational Rhythmics - Robins, Ferris and Jennet
  1. "Counting in Rhythmics," Page 67
  2. "Form a Circle," Pages 86 and 87
  3. "Clock," Pages 47, 50, and 53
  4. "Tambourines," Pages 183, 186, and 191
  5. "Train," Pages 202 and 205

FUNCTIONAL ACADEMICS — SCI

ADVANCED

ACTIVITIES

PROCEDURES

LEARNINGS: Greater Understanding of the World of Science

Presenting activities which will assist the pupils in the development of a greater understanding of the environment, such as,

Review and reinforce the procedures learned mediate section.

FUNCTIONAL ACADEMICS — NUMBERS

SUPPLEMENTARY MATERIAL (continued)

ith Numbers" 1 and 2
s in Numberland" 1 and 2
s Money" 1, 2, and 3
l 2

lishing Corporation, Darien, Connecticut
rithmetic Made Easy" 1

g Company, Chicago, Illinois
ount" Leila Armstrong

ny, New York, New York
s for Retarded Children"

Springfield, Massachusetts
minoes"

ly"

s, Haverhill, Massachusetts

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ce"

Minneapolis, Minnesota

thmics - Robins, Ferris and Jennet
Rhythmics," Page 67
le," Pages 86 and 87
es 47, 50, and 53
s," Pages 183, 186, and 191
es 202 and 205

FUNCTIONAL ACADEMICS — SCIENCE

ADVANCED

	PROCEDURES	MATERIALS & EQUIPMENT
nderstanding of the World of Science		
th	Review and reinforce the procedures learned in the intermediate section.	
at-		

LEARNINGS: Greater Understanding of the World of Science (continued)

ACTIVITIES	PROCEDURES
Teaching about different seasons	Observe and discuss changes of seasons and the weath acteristics of seasons. Provide a calendar for each pupil. the pupils how to read a thermometer. Keep records. A pupil to paste or draw and color symbols to show the on each date on his calendar.
Teaching about the shape of the earth, night and day	Provide a globe and a flashlight. Show where we live globe. Use a flashlight in a darkened room and ro globe to show night and day. Let a pupil keep his fi the place where he lives as the globe is rotated. Gu pupils into the realization that the world is round. As to make a statement.
Teaching that light causes shadows	Use a flashlight or a projector with different cut out Hold the flashlight over, under, behind, etc. Demons show that light causes shadows. Give the pupils an opp to help demonstrate.
Teaching geographical terms, such as mountains river ocean moon forest	Teach the geographical terms and their relationships. the terms, mountains, rivers, ocean, moon, forest. pupils if any of them can describe any of the terms. A to draw pictures illustrating the terms. Use any a pictures, films, filmstrips, etc., to help them understa environment. Ask the pupils to find pictures show mountains, rivers, oceans, moon, or forest. Permit make a scrapbook of them. Use Educational Rhythmi Universe."
Learning about sources of heat	Guide the pupils into stating that the sun keeps th warm or that the sun makes heat, etc. Use two shall of water. Place one in the sun and one in the shade. L stand for a time, then permit the pupils to touch th and to tell the difference.
Understanding conservation	Discuss how our resources can be saved. Discuss litt home, at school, and on the streets. Ask pupils to give why there should be no littering. Instruct pupils how litter bags by decorating small paper bags or using ca pictures and filmstrips to stimulate discussion.

Refer to supplementary materials for further suggest

FUNCTIONAL ACADEMICS — SCIENCE
ADVANCED

of the World of Science (continued)

PROCEDURES	MATERIALS & EQUIPMENT
bserve and discuss changes of seasons and the weather characteristics of seasons. Provide a calendar for each pupil. Instruct e pupils how to read a thermometer. Keep records. Ask each upil to paste or draw and color symbols to show the weather n each date on his calendar.	Worksheets Individual miniature calendars
rovide a globe and a flashlight. Show where we live on the lobe. Use a flashlight in a darkened room and rotate the lobe to show night and day. Let a pupil keep his finger on e place where he lives as the globe is rotated. Guide the upils into the realization that the world is round. Ask them make a statement.	Globe, flashlight
se a flashlight or a projector with different cut out shapes. old the flashlight over, under, behind, etc. Demonstrate to how that light causes shadows. Give the pupils an opportunity o help demonstrate.	Cardboard cutouts
each the geographical terms and their relationships. Discuss e terms, mountains, rivers, ocean, moon, forest. Ask the upils if any of them can describe any of the terms. Ask them o draw pictures illustrating the terms. Use any available ictures, films, filmstrips, etc., to help them understand their nvironment. Ask the pupils to find pictures showing any ountains, rivers, oceans, moon, or forest. Permit them to ake a scrapbook of them. Use Educational Rhythmics "The niverse."	Magazines, films "Geography," Pages 88 and 92 "The Universe," Page 210 **Educational Rhythmics,** Robins.
uide the pupils into stating that the sun keeps the earth arm or that the sun makes heat, etc. Use two shallow pans f water. Place one in the sun and one in the shade. Let them tand for a time, then permit the pupils to touch the water nd to tell the difference.	Pans of water
iscuss how our resources can be saved. Discuss littering at ome, at school, and on the streets. Ask pupils to give reasons hy there should be no littering. Instruct pupils how to make tter bags by decorating small paper bags or using cans. Use ictures and filmstrips to stimulate discussion.	Paper bags, crayons, round ice cream containers. Films and materials available from Missouri Department of Conservation, Educational Advisor

efer to supplementary materials for further suggestions.

SUGGESTED LIST OF KEY WORDS IN "ACADEMICS"

address
admittance
advise
all
assemble
assign
attach
big
black
blue
boil
bottom
brown
bundle
bus
caution
chairs
cleanliness
clip
coat
cold
count
cup
cut
danger
date
down
dozen
draw
east
empty
entrance
exit
factory
fall
fasten
feet
filing
five
follow
fold
four
full
fragile
frying
gallon
gentlemen
go
green
group
hammer
help
hot
house
in
inches
item
job
keep
ladies
less
line
liquid
listen
little
many
materials
measure
men
minute
mix
more
name
neat
neighbor
no
north
numbered
off
one
one-half
one-quarter
open
orange
order
out
package
pass
pile
pint
place
poison
pound
practice
project
pull
purple
push
quart
quiet
red
rules
rush
run
safety
same
saw
screw
shop
size
slow
smoking
sort
south
spring
stack
stock
stop
summer
supervisor
tables
tablespoon
telephone
ten
three
tie (knot)
time
tool
top
two
up
walk
wait
warm
west
winter
woman
work
yards
yellow
yes

FUNCTIONAL ACADEMICS — SCIENCE

SUPPLEMENTARY MATERIAL

I. Filmstrips (ANIMAL)

A. State Department of Education Filmstrips
  1. Reel 2 - Frames 42-43
  2. Reel 4 - Frames 16-40
  3. Reel 5

B. S.V.E. Educational Filmstrips
  1. No. 461-3 - "Beginning Nature Study"

SUPPLEMENTARY MATERIAL (continued)

C. Jam Handy Filmstrips
   1. No. 1150-1 - "The Farmers Animal Friends"

(SEASONS AND WEATHER)

A. S.V.E. Education Filmstrips
   1. 853-SA - "The Seasons"

B. Eye Gate Filmstrips
   1. "Oaktree 7"

(MACHINES)

A. State Department of Education Filmstrips
   1. Reel 9 - Frames 17-47

II. Finger Plays (ANIMAL)

A. State Department of Education Finger Play Manual
   1. "This Little Cow"
   2. "Mr. Bunny"
   3. "The Rabbit"
   4. "Once There Was a Bunny"
   5. "What the Animals Do"
   6. "Creep, Mousie, Creep"
   7. "Mrs. Peck-Pigeon"
   8. "The Crocodile"

(SEASONS AND WEATHER)

A. State Department of Education Finger Play Manual
   1. "Frost"
   2. "Summer Rain"
   3. "What Does the Hail Say?"

III. Duplicating Materials (ANIMALS)

A. Continental Press, Elizabethtown, Massachusetts
   1. "Animals and Their Babies"
   2. "Living Things"

(MACHINES)

A. Continental Press
   1. "Science Observations" 1 and 2

IV. Rhythmics

A. **Educational Rhythmics,** Ferris and Jennet Robins
   1. "Flower Bulb," Page 74
   2. "Food for the Hungry," Page 84
   3. "Geography in Rhythmics," Page 88
   4. "Leaves," Page 102
   5. "Machine," Page 119
   6. "Months of Year," Page 133
   7. "Seagull," Pages 4 and 5

SUPPLEMENTARY MATERIAL (continued)

8. "Sun and Children," Pages 168
9. "Tree," Page 207
10. "Universe," Page 210
11. "Woodcutter," Page 215

V. Songs and Records (ANIMALS)

A. State Department Music Folder
1. "Old McDonald's Farm"
2. "Animals in the Zoo"
3. "Animal Fair"
4. "Over in the Meadow"
5. "Barnyard Song"
6. "Puppy Talk"

B. Records
1. "First Pets" - Frank Luther
2. "Animal Songs" - My First Golden Record Library, Volume 4
3. "Animal Rhythmics" - Kimbo Records, Deal, New Jersey

(MACHINES)

A. **Singing on Our Way**
1. "The Windshield Wiper"
2. "The Ice Box Song"
3. "The Lawn Mower Song"
4. "The Scissor Man"

VI. Films (WEATHER)

1. "Forest Babies" - Grover-Jennings Productions
2. "Baby Animals" - Young America Films
3. "Farm Babies and Their Mothers" - Film Association of California
4. "Farm Animals" - Encyclopedia Britannica Films

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1. "How Machines and Tools Help Us" - Coronet Instructional Films

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AREA IX HOME LIVING

COMMITTEE

CHAIRMAN:	Joanna Krone	Cape Giradeau
MEMBERS:	Carrie Ray	Portageville
	Virginia Williams	Kennett

IX

Cape Giradeau
. Portageville
..... Kennett

HOME LIVING

INTRODUCTION

The trainable mentally retarded will be members of a home and community environmer
it is necessary to expose them to a program that will teach the essentials for effectively
in areas such as, Food and Nutrition, General Homemaking, Sewing and Clothing, Gardenii
to all.

Home and community living may be approached from that which is nearest at hand,
The primary pupils need a play environment and play tools for initative use in the home
or advanced groups are unable to understand or execute the basic fundamentals, therefore
agement has been given at the primary level in **Food and Nutrition, General Homemaking,**
Yard Work, some effort be made to integrate, those, having ability with an advanced grou
order.

Regardless of what area one is presenting, it is necessary to teach the process step by
toward the more complex. The first step must be learned adequately before proceeding t

Every activity should be demonstrated first. When carrying out activities, it is suggest
rotation basis.

An excellent way to determine the progress or level of functioning in each area of Ho
the parents to fill out and return to school. The questionnaire, along with teacher observat
proper placement of the pupil. The following are suggested questionnaires:

FOOD AND NUTRITION

Dear Parents:

In order that we may plan together an effective program for your child, will you pl
return it to the teacher?

Ye

1. Does he/she set the table?
2. Does he/she serve food and clear the table?
3. Does he/she wash dishes?
4. Does he/she dry dishes?
5. Does he/she put dishes away?
6. Does he/she prepare any simple foods or meals, such as, jello, puddings, etc? If so please explain.

Sincerely,

HOME LIVING

INTRODUCTION

tarded will be members of a home and community environment of some type during their lives, therefore, n to a program that will teach the essentials for effectively coping with their environment. Knowledge utrition, General Homemaking, Sewing and Clothing, Gardening, and Yard Work is of utmost importance

ing may be approached from that which is nearest at hand, namely, the classrooms and the community. ay environment and play tools for initative use in the home and garden. Some pupils in the intermediate e to understand or execute the basic fundamentals, therefore it is suggested that after individual encour- e primary level in **Food and Nutrition, General Homemaking, Sewing and Clothing,** and **Gardening and** ade to integrate, those, having ability with an advanced group and to develop their potential in sequential

one is presenting, it is necessary to teach the process step by step, starting with the simplest and working ne first step must be learned adequately before proceeding to the next step.

demonstrated first. When carrying out activities, it is suggested that pupils work in groups of two on a

mine the progress or level of functioning in each area of Home Living is to prepare a questionnaire for urn to school. The questionnaire, along with teacher observation can serve as a guide in determining the . The following are suggested questionnaires:

FOOD AND NUTRITION

an together an effective program for your child, will you please fill out the following questionnaire and

	Yes	No
1. Does he/she set the table?	____	____
2. Does he/she serve food and clear the table?	____	____
3. Does he/she wash dishes?	____	____
4. Does he/she dry dishes?	____	____
5. Does he/she put dishes away?	____	____
6. Does he/she prepare any simple foods or meals, such as, jello, puddings, etc? If so please explain.		

Sincerely,

GENERAL HOUSEKEEPI

Dear Parents:

In order that we might work together in helping him/her obtain the goal naire and return it to the teacher?

1. Can he/she make a bed?
2. Does he/she dust and polish furniture?
3. Does he/she sweep and use the dust pan?
4. Does he/she water the plants?
5. Does he/she shake out rugs and use the vacu
6. Check the following items he/she cleans:
    - Windows ________
    - Mirrors ________
    - Wood work ________
    - Floor ________
    - Sink ________
    - Appliances ________
    - Cabinets ________
    - Car ________
7. Does he/she help with the laundry?
   Check any of the following duties which he/sh
    - Sorts the clothes ________
    - Uses the washer ________
    - Washes by hand ________
    - Hangs up clothes on the clothesline ________
    - Transfers wash from washer to dryer ________
    - Starts the dryer ________
    - Folds the clothes ________
    - Sprinkles the clothes ________
    - Irons ________

Sincerely,

GENERAL HOUSEKEEPING

ork together in helping him/her obtain the goals in this area, would you please fill out this question-
er?

	Yes	No
1. Can he/she make a bed?	____	____
2. Does he/she dust and polish furniture?	____	____
3. Does he/she sweep and use the dust pan?	____	____
4. Does he/she water the plants?	____	____
5. Does he/she shake out rugs and use the vacuum?	____	____

6. Check the following items he/she cleans:

Windows ________
Mirrors ________
Wood work ________
Floor ________
Sink ________
Appliances ________
Cabinets ________
Car ________

7. Does he/she help with the laundry?
Check any of the following duties which he/she performs:

Sorts the clothes ________
Uses the washer ________
Washes by hand ________
Hangs up clothes on the clothesline ________
Transfers wash from washer to dryer ________
Starts the dryer ________
Folds the clothes ________
Sprinkles the clothes ________
Irons ________

Sincerely,

CLOTHING AND SEWING

Dear Parents:

To achieve the goals we are working toward in this area, I would like to have you fill o teacher:

Yes

1. Does he/she care for his/her clothes properly? ____

   (Does he/she hang them up or put them away?) ____
   Please explain
2. Does he/she select appropriate dress for the weather or particular occasion? ____
3. Can he/she thread a needle and tie a knot in the end of the thread? ____
4. Does he/she make simple repairs, such as darning, mending, or sewing on a button? ____
5. Can he/she make any of the simple stitches, such as the running stitch or cross stitch? ____
6. Can he/she sew a simple item, such as napkins or headscarf? ____

Sincerely,

GARDENING AND YARD WORK

Dear Parents:

In planning and working together to accomplish the goals in this area, I would like to naire and return it to the teacher:

Yes

1. Does he/she rake leaves? ____
2. Does he/she carry away leaves or trash? ____
3. Does he/she water the yard or garden with a sprinkling can or hose? ____
4. Does he/she use these tools: spade, hoe, tiller, and small hand tools? ____
5. Does he/she plant any seeds or bulbs, or plants of any kind? ____
6. Does he/she trim shrubs or bushes? ____
7. Does he/she use tools safely? ____
8. Does he/she care for tools properly? ____

Sincerely,

CLOTHING AND SEWING

are working toward in this area, I would like to have you fill out this questionnaire and return it to the

	Yes	No
1. Does he/she care for his/her clothes properly?	___	___
(Does he/she hang them up or put them away?) Please explain	___	___
2. Does he/she select appropriate dress for the weather or particular occasion?	___	___
3. Can he/she thread a needle and tie a knot in the end of the thread?	___	___
4. Does he/she make simple repairs, such as darning, mending, or sewing on a button?	___	___
5. Can he/she make any of the simple stitches, such as the running stitch or cross stitch?	___	___
6. Can he/she sew a simple item, such as napkins or headscarf?	___	___

Sincerely,

GARDENING AND YARD WORK

together to accomplish the goals in this area, I would like to have you fill out the following question-
cher:

	Yes	No
1. Does he/she rake leaves?	___	___
2. Does he/she carry away leaves or trash?	___	___
3. Does he/she water the yard or garden with a sprinkling can or hose?	___	___
4. Does he/she use these tools: spade, hoe, tiller, and small hand tools?	___	___
5. Does he/she plant any seeds or bulbs, or plants of any kind?	___	___
6. Does he/she trim shrubs or bushes?	___	___
7. Does he/she use tools safely?	___	___
8. Does he/she care for tools properly?	___	___

Sincerely,

FOOD AND NUTRITION

OBJECTIVES:

To help the pupil to become acquainted with the names of foods.

To stimulate the pupil to develop correct eating habits.

To motivate the pupil to learn what to eat each day in order to be healthy.

To help the pupil to learn the basic principles of food preparation and following recipes.

To help the pupil to use and care for kitchen equipment.

To motivate the pupil to use correct table manners.

SEWING

OBJECTIVES:

To develop an understanding of the proper use and care of sewing tools.

To gain knowledge of sewing skills which will be useful.

To develop satisfying experiences with materials and projects.

CLOTHING

OBJECTIVES:

To develop an understanding of suitable clothing.

To learn the proper care of clothing.

GENERAL HOMEMAKING

OBJECTIVES:

To acquire effective and efficient work habits and attitudes.

To develop a knowledge of the daily household tasks the pupil is capable of performing.

To learn basic cleaning skills using equipment through supervision of jobs in homemaking.

To help the pupil understand that each member of the family makes a contribution toward housekeeping chores.

To develop an interest in keeping his surroundings clean and attractive.

GARDENING AND YARD WORK

OBJECTIVES:

To help children recognize yard and garden tools.

To teach the proper use and care of tools.

To teach the correct methods of garden and yard work.

To develop an appreciation of nature and the out of doors.

FOOD AND NUTRITION
PRIMARY

ACTIVITIES	PROCEDURES
LEARNING: The Importance of Food in the Development of Healthful Eating Habits.	
Presenting activities which will assist the pupils in understanding the importance of food in the development and growth of their bodies by,	Present real food, food models, and charts. Use real f taste. Show pictures of food from flannel board, cut ou magazines.
Teaching pupils to recognize foods	
Making a bulletin board of food displays and labeling each	Ask each pupil to feel fruit models from the language d ment kit. Use food picture cards.
Playing games about food	Lay down a stack of food cards, face down. Ask each p choose a card from the pile and tell its name. See w name the most cards.
Explaining the importance of food	Have each pupil name the foods they eat for each me plain why we should eat three meals a day, what fo for our bodies, and the importance of a balanced diet. Use real food. Show pictures of food in stores. Ask the to tell about trips they have made to a grocery store. them to select pictures of foods they have seen and na kind of foods their mother buys. Present pictures of a store, especially the inside. Take to visit a grocery store and to buy food. Discuss sh courtesies before and after visiting the store.
LEARNING: Courtesies Connected with Serving and Eating Food.	
Presenting activities which will assist the pupil in becoming aware of the many courtesies connected with serving and eating food as, Teaching table manners	Discuss good table manners. Use snack time for practic Prepare a snack for the class. Choose for the snack time such as, milk, apple halves, or other kinds of fruit, sticks, etc. Assign one or two pupils to place napkins table. Rotate this assignment. Instruct the pupil on the way to place a napkin in the lap, the use in wiping the after eating or drinking, and the proper way to plac the table when the meal ends.
Demonstrating the proper way to set a table	Discuss setting the table. Make a poster illustrating setting using real silverware. Arrange a place setting trate breakfast, lunch, and dinner.

FOOD AND NUTRITION

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
in the Development of Healthful Eating Habits.	
Present real food, food models, and charts. Use real food to taste. Show pictures of food from flannel board, cut outs and magazines.	Real food Food models, flannel board, Magazines, scissors
Ask each pupil to feel fruit models from the language development kit. Use food picture cards.	Peabody Language Development Kit, Level P
Lay down a stack of food cards, face down. Ask each pupil to choose a card from the pile and tell its name. See who can name the most cards.	Food picture cards
Have each pupil name the foods they eat for each meal. Explain why we should eat three meals a day, what food does for our bodies, and the importance of a balanced diet.	
Use real food. Show pictures of food in stores. Ask the pupils o tell about trips they have made to a grocery store. Permit hem to select pictures of foods they have seen and name the kind of foods their mother buys.	Real food Pictures of food in stores
Present pictures of a store, especially the inside. Take pupils o visit a grocery store and to buy food. Discuss shopping courtesies before and after visiting the store.	Trip to a store
th Serving and Eating Food.	
Discuss good table manners. Use snack time for practice time. Prepare a snack for the class. Choose for the snack time, items such as, milk, apple halves, or other kinds of fruit, carrot sticks, etc. Assign one or two pupils to place napkins on the able. Rotate this assignment. Instruct the pupil on the proper way to place a napkin in the lap, the use in wiping the mouth after eating or drinking, and the proper way to place it on he table when the meal ends.	Table Napkins Milk Fruit Vegetables See Area I - Eating Habits and Table Manners
Discuss setting the table. Make a poster illustrating a place setting using real silverware. Arrange a place setting to illustrate breakfast, lunch, and dinner.	

FOOD AND NUTRITION

ACTIVITIES	PROCEDURES
LEARNING: Courtesies Connected with Serving and Eating Food (continued)	
	Demonstrate to the class how to set the table. Set up a ta the play house area showing a place setting. Label eac Assign pupils to practice setting a table. Show pictu simple table settings. Discuss the types of food normally served for breakfast, and for dinner. Present pictures of the inside of a grocer
Discussing types of food to be served to develop healthful eating habits	Take a field trip to a grocery store. On return, let the about their visit to the grocery store. Ask them to na foods they saw and the foods their mother buys.
LEARNING: The Sources of Food.	
Presenting activities which will assist the pupils to become aware of the sources of food as,	Read stories such as, **How We Get Foods; The Story B Sugar; At the Bakery;** and **How We Get Our Breakfas** cuss products received from plants. Guide pupils into food received from plants. Summarize the discussion by that products obtained from plants are fruits, vegetables, and bread.
Teaching pupils about products from plants	Explain where each is grown, on trees, in the garden, field, etc. Present pictures of these different plants. U food, if possible, and tell what food each plant produce
Teaching pupils about products from animals	Discuss products received from animals. Guide the pup naming these products. Summarize the discussion by that products obtained from animals are dairy foods, fish, and honey. Present samples of real food obtaine animals. Present pictures of animal products, dairy food fish, and honey. Read a story about how milk is obtained and about products made from milk. Have pupils color pictures o animal products and make scrapbooks. Provide labeled food containers. Have each pupil select a container from the shelf a what it is and which source of food it comes from.
Teaching the pupils about the kinds of food we eat	Discuss the sources of food shown in the pictures. Disc source of food on the lunch tray. Suggest names of foods for each category. List these board. Show a picture of a garden, sugar cane, whea nut trees, and fruit trees. Provide pictures of animals from which food is obtai hogs, cows, and sheep. Show pictures of fish and bees

FOOD AND NUTRITION

PROCEDURES	MATERIALS & EQUIPMENT
nnected with Serving and Eating Food (continued)	
Demonstrate to the class how to set the table. Set up a table in the play house area showing a place setting. Label each item. Assign pupils to practice setting a table. Show pictures of simple table settings.	Table Napkins Knives Glasses Dishes Forks Spoons
Discuss the types of food normally served for breakfast, lunch, and for dinner. Present pictures of the inside of a grocery store.	
Take a field trip to a grocery store. On return, let them tell about their visit to the grocery store. Ask them to name the foods they saw and the foods their mother buys.	Food pictures Pictures of a store
f Food.	
Read stories such as, **How We Get Foods; The Story Book of Sugar; At the Bakery;** and **How We Get Our Breakfast.** Discuss products received from plants. Guide pupils into naming food received from plants. Summarize the discussion by stating that products obtained from plants are fruits, vegetables, cereal, and bread.	Pictures of different food plants.
Explain where each is grown, on trees, in the garden, in the field, etc. Present pictures of these different plants. Use real food, if possible, and tell what food each plant produces.	Real food
Discuss products received from animals. Guide the pupils into naming these products. Summarize the discussion by stating that products obtained from animals are dairy foods, meat, fish, and honey. Present samples of real food obtained from animals. Present pictures of animal products, dairy foods, meat, fish, and honey.	Pictures of animal products Real food
Read a story about how milk is obtained and about other products made from milk. Have pupils color pictures of these animal products and make scrapbooks. Provide labeled food containers. Have each pupil select a container from the shelf and tell what it is and which source of food it comes from.	Books Animal pictures which we get food from. Empty food containers Shelf
Discuss the sources of food shown in the pictures. Discuss the source of food on the lunch tray.	Real food
Suggest names of foods for each category. List these on the board. Show a picture of a garden, sugar cane, wheat field, nut trees, and fruit trees.	Fruit tree catalog Sugar Magazines
Provide pictures of animals from which food is obtained as, hogs, cows, and sheep. Show pictures of fish and bees.	

FOOD AND NUTRITION

PRIMARY

LEARNING: The Sources of Food (continued)

ACTIVITIES	PROCEDURES
	Provide magazines containing pictures of food. A to find the pictures and tell whether they came or animals. Make a poster showing the food and as, vegetable - garden, flour - wheat or field, etc.
	Take the pupils to visit a ranch, such as, cattl sheep. Name foods obtained from each, such as m products from cows, beef from cattle, and pork f
	Make a bulletin board display of the animal pro
	Make a trip to a farm (see gardens, fields, trees, a
	Make a trip to a dairy after visiting the farm or the learning of the trip to the dairy on how mil processed, and bottled. Discuss what was learne

SEWING

LEARNING: To Become Familiar with Materials and Sewing Equipment and Their U

ACTIVITIES	PROCEDURES
Presenting activities which will interest pupils in sewing as, Learning about sewing articles	Discuss what items are necessary in sewing. Assi in assembling a sewing kit, (cigar box, shoe bo taining all the necessary equipment. Teach pupils the name and use of each object in
Practicing elementary sewing techniques	Provide magazines containing pictures of sewing.
	Teach the proper use of scissors.
	Teach pupils how to cut out pictures.
	Instruct pupils to cut fringe.
	Teach pupils how to thread a needle.
	Teach pupils how to use the needle and threat on
	Teach pupils to use yarn and sew a simple patte
	Permit pupils to pin two pieces of material tog sew them.

LEARNING: To Select and Care for Clothing.

ACTIVITIES	PROCEDURES
Providing activities which will motivate pupils to dress properly, as	Discuss clothes worn at various times, as spri autumn, winter, when it snows, for swimming for school, for church, for play, etc. Ask pupils t

FOOD AND NUTRITION

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
i (continued)	
Provide magazines containing pictures of food. Ask the pupils to find the pictures and tell whether they came from plants or animals. Make a poster showing the food and the sources as, vegetable - garden, flour - wheat or field, etc.	Magazines or pictures
Take the pupils to visit a ranch, such as, cattle, horses, or sheep. Name foods obtained from each, such as milk and milk products from cows, beef from cattle, and pork from hogs.	Magazines and pictures
Make a bulletin board display of the animal products.	Pictures and real products
Make a trip to a farm (see gardens, fields, trees, and animals).	
Make a trip to a dairy after visiting the farm or ranch. Focus the learning of the trip to the dairy on how milk is obtained, processed, and bottled. Discuss what was learned.	

SEWING

r with Materials and Sewing Equipment and Their Uses.	
Discuss what items are necessary in sewing. Assist each pupil in assembling a sewing kit, (cigar box, shoe box, etc.), containing all the necessary equipment. Teach pupils the name and use of each object in the kit.	Sewing Kit Child Scissors Large Blunt Needles Thread Material Scraps Pins
Provide magazines containing pictures of sewing.	Pincushion
Teach the proper use of scissors.	Magazines Newspapers
Teach pupils how to cut out pictures.	
Instruct pupils to cut fringe.	
Teach pupils how to thread a needle.	Tapestry needles
Teach pupils how to use the needle and threat on sewing cards.	Sewing Cards Contrasting colors of yarn
Teach pupils to use yarn and sew a simple pattern on burlap.	Material Scraps Bright colored burlap
Permit pupils to pin two pieces of material together and to sew them.	Pins
for Clothing.	
Discuss clothes worn at various times, as spring, summer, autumn, winter, when it snows, for swimming, for parties, for school, for church, for play, etc. Ask pupils to give reasons	

CLOTHING

PRIMARY

ACTIVITIES	PROCEDURES
LEARNING: To Select and Care for Clothing (continued).	
Selecting appropriate clothing for seasons and various activities	for the difference in types of clothing worn at di of the year and events. Present charts and poster showing different type Use opaque projector and filmstrips.
Developing interest in the care of clothing	Teach pupils the use of the clothes brush. Teach pupils how to hang clothes and store proper place. Teach pupils how to hold clothes to place the drawers. Give opportunity for actual practice in the abov

GENERAL HOMEMAKING

LEARNING: Routines of Simple Housekeeping Tasks.

Keeping the classroom clean	Discuss the importance of keeping the classroo pupils to point out all items or places that need t Emphasize the fact that it is the responsibility to keep the classroom clean. Teach the pupils th in cleaning and the use of cleaning materials, as pans, cloths, paper towels, brushes, etc. Assign pupils individually or in groups to do Include all pupils in the assignments. Give the structions: Keep the desk orderly, both inside and outside. Clear the desk after completing a job or leaving Wash the desk, tables, and chairs. Put classroom items in their proper places when
Cleaning by washing	Wash the windows. Clean the mirrors. Dust the erasers. Give the pupils experience in using several metho windows. Emphasize care of the cloths used.
Cleaning by sweeping	Teach pupils about the kinds of brooms and bru techniques for using them. Have a pupil use a empty it. Instruct a pupil to sweep the floor us dust pan, and brush.

CLOTHING

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
are for Clothing (continued).	
for the difference in types of clothing worn at different times of the year and events.	
Present charts and poster showing different types of clothing. Use opaque projector and filmstrips.	Teacher made or prepared posters and charts. Filmstrip
Teach pupils the use of the clothes brush.	Catalogs
Teach pupils how to hang clothes and store them in the proper place.	Hangers Clothes
Teach pupils how to hold clothes to place them in dresser drawers.	Laundry basket or hamper Clothes brush
Give opportunity for actual practice in the above.	
GENERAL HOMEMAKING	
ple Housekeeping Tasks.	
Discuss the importance of keeping the classroom clean. Ask pupils to point out all items or places that need to be cleaned. Emphasize the fact that it is the responsibility of all pupils to keep the classroom clean. Teach the pupils the procedures in cleaning and the use of cleaning materials, as brooms, dust pans, cloths, paper towels, brushes, etc.	Pail and water Cleaning cloth
Assign pupils individually or in groups to do specific jobs. Include all pupils in the assignments. Give the following instructions: Keep the desk orderly, both inside and outside. Clear the desk after completing a job or leaving the room. Wash the desk, tables, and chairs. Put classroom items in their proper places when not in use.	
Wash the windows.	Window cleaner
Clean the mirrors.	Paper towel and cloth
Dust the erasers. Give the pupils experience in using several methods of cleaning windows. Emphasize care of the cloths used.	
Teach pupils about the kinds of brooms and brushes, and the techniques for using them. Have a pupil use a dust pan and empty it. Instruct a pupil to sweep the floor using a broom, dust pan, and brush.	Broom Dust pan Brush

GENERAL HOMEMAKING

PRIMARY

LEARNING: Routines of Simple Housekeeping Tasks (continued)

ACTIVITIES	PROCEDURES
Cleaning by dusting	Teach the pupils the parts of furniture and th the whole piece. Teach the kind of dust cloth to to dust school furniture. Assign pupils to dust base boards, and shades, using a dust mop and
Arranging shelves, drawers, etc.	Instruct pupils on how to stack magazines and straighten items on shelves in drawers and in Ask all pupils to always pick up toys used by hang up wraps. Use pantomime where the pu chore. Ask the pupils to guess what he is doing. in all procedures.
Teaching simple housekeeping tasks	Instruct pupils to: Pick up paper. Put paper in wastebasket. Empty wastebasket. Sing songs as: "Did You Ever See A Lassie" "Here We Go Around the Mulberry Bush".
Playing house to familiarize the pupil with household tasks	Discuss with the pupils the importance of hel Follow up with coloring pictures about helping a specific place for toys, tools, play clothes, wh Schedule a time to play house. Provide toy furn
	Assign pupil to: Dust the toy furniture. Make the doll bed. Dust mop the floor with toy mop. Shake the small rugs. Set the table for a snack. Clean the table after a snack. Wash play dishes. Hang up dish towel. Fold up dish towel. Play dress up. Hang clothes up after playing dress up. Pick up shoes. Pick up toys.
Teaching planting and caring for plants	Show pupils how to make a plant grow in the the pupils to put a sweet potato in a jar. Add water. Add water daily. Ask them to watch fo days for the plant to sprout.
	Teach the vocabulary used in this section.

GENERAL HOMEMAKING

PRIMARY

mple Housekeeping Tasks (continued)

PROCEDURES	MATERIALS & EQUIPMENT
Teach the pupils the parts of furniture and the need to dust the whole piece. Teach the kind of dust cloth to use, and how to dust school furniture. Assign pupils to dust window sills, base boards, and shades, using a dust mop and cloth.	Dust cloth Dustmop Furniture Peabody Kit Lesson No. 9, Part 2
Instruct pupils on how to stack magazines and books, how to straighten items on shelves in drawers and in the bookcase. Ask all pupils to always pick up toys used by them and to hang up wraps. Use pantomime where the pupil acts out a chore. Ask the pupils to guess what he is doing. Give practice in all procedures.	Peabody Kit, Lesson No. 10, Part 3
Instruct pupils to: Pick up paper. Put paper in wastebasket. Empty wastebasket.	Wastebasket
Sing songs as: "Did You Ever See A Lassie" "Here We Go Around the Mulberry Bush".	Peabody Kit, Lesson No. 5, Part 1
Discuss with the pupils the importance of helping at home. Follow up with coloring pictures about helping mother. Assign a specific place for toys, tools, play clothes, when not in use. Schedule a time to play house. Provide toy furniture.	
Assign pupil to: Dust the toy furniture. Make the doll bed. Dust mop the floor with toy mop. Shake the small rugs.	Toy furniture Toy dust mop Rugs
Set the table for a snack. Clean the table after a snack.	
Wash play dishes. Hang up dish towel. Fold up dish towel.	Play dishes Dish towel
Play dress up. Hang clothes up after playing dress up. Pick up shoes. Pick up toys.	Old clothes Shoes Peabody Kit Lesson No. 5, Part 1
Show pupils how to make a plant grow in the home. Instruct the pupils to put a sweet potato in a jar. Add half a jar of water. Add water daily. Ask them to watch for three or four days for the plant to sprout.	Jar Sweet potato
Teach the vocabulary used in this section.	

GARDENING AND YARD

PRIMARY

ACTIVITIES	PROCEDURES
LEARNING: The Identification and Use of Tools.	
Teaching the identification and Use of Tools.	Provide magazines showing tools. Point o shovel, rake, garden hose, wheelbarrow, the pupils to identify each tool. Permit t pictures of tools from magazines or cata in a scrapbook.
	Discuss the name of each tool.
	Teach pupils the use of the hoe and t seed bed for flowers or vegetables. Demons a pupil to spade a section. Demonstrate growing time. Urge pupils to "watch th
	When weeds are seen, teach pupils fur Permit pupils to hoe the weeds. Teach garden hose to water the seed bed.
	Teach the use of the rake. Demonstrate. take part in cleaning the school yard o up leaves, picking up trash, and haulin use of the wheelbarrow.
Teaching the care and storage of tools.	Discuss the importance of cleaning tools a proper place so they can be found Help pupils to clean all tools and return place after completing work each time.

GARDENING AND YARD WORK
PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
and Use of Tools.	
Provide magazines showing tools. Point out and name the hoe, shovel, rake, garden hose, wheelbarrow, and other tools. Ask the pupils to identify each tool. Permit the pupils to cut out pictures of tools from magazines or catalogs and paste them in a scrapbook.	Tools (toy or real) Scissors Magazines Catalogs Paste
Discuss the name of each tool.	
Teach pupils the use of the hoe and the spade. Prepare a seed bed for flowers or vegetables. Demonstrate spading. Assign a pupil to spade a section. Demonstrate planting. Discuss the growing time. Urge pupils to "watch the garden grow".	Hoe Spade Rake Seed
When weeds are seen, teach pupils further use of the hoe. Permit pupils to hoe the weeds. Teach pupils the use of the garden hose to water the seed bed.	Garden hose
Teach the use of the rake. Demonstrate. Permit the pupils to take part in cleaning the school yard or garden by, picking up leaves, picking up trash, and hauling it away. Teach the use of the wheelbarrow.	Rake Wheelbarrow Shovel Bucket, box, or barrow
Discuss the importance of cleaning tools and storing them in a proper place so they can be found when needed again. Help pupils to clean all tools and return them to their storage place after completing work each time.	Wire brush Scraper

FOOD AND NUTRITION

INTERMEDIATE

LEARNINGS: Routines in Selecting, Preparing, and Serving Food

ACTIVITIES	PROCEDURES
Providing activities to teach pupils to select, prepare, and serve food; such as,	Review procedures of primary level. Select food from food group that is used for breakfast. Discuss each iter the same for lunch and dinner.
Planning simple menus for breakfast, lunch, and dinner	Make a scrapbook and bulletin board display of the Four Food Groups. Assist each pupil in the preparation of a s menu for each meal.
Giving pupils experience in setting tables	Demonstrate table settings. Practice setting table in the room. Present pictures of table setting for each meal. pupils have mastered this, assign two pupils to set the in the lunch room (school cafeteria) and to serve the by instruction. Rotate the assignment. Review the procedures in the pri section.
Teaching the importance of weighing and measuring	Present colored plastic measuring cups and spoons. Sho markings of 1 cup, 1/2 cup, and 1/3 cup. Show the tables teaspoon, 1/2 teaspoon, and 1/4 teaspoon. Permit the pup measure using cups and spoons.
	Present liquid measures, pint, quart, gallon. Permit the to measure liquids. Develop the understanding that two equal one quart and four quarts equal one gallon. Giv pupils the opportunity to practice these measurements
	Present kitchen scales and weigh various items. Give the the opportunity to weigh various items.
	Discuss that some foods are sold by the pound, gallon, bushel, dozen, bunch, box, can, etc.
Teaching pupils to prepare foods	Instruct the pupils to wash hands before cooking and eating. Practice table manners. Demonstrate to the clas procedures of preparing cold cereal. Use milk. Demon good manners.
	Teach the pupils to clean up after each meal and to s their own plate.
	Present a recipe book or recipes from magazines or the paper.

FOOD AND NUTRITION

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
reparing, and Serving Food	
eview procedures of primary level. Select food from each ood group that is used for breakfast. Discuss each item. Do e same for lunch and dinner.	
ake a scrapbook and bulletin board display of the Four Basic ood Groups. Assist each pupil in the preparation of a simple enu for each meal.	Bulletin board of Four Basic Food Groups Food pictures for magazines or stencils.
emonstrate table settings. Practice setting table in the class- oom. Present pictures of table setting for each meal. When upils have mastered this, assign two pupils to set the tables the lunch room (school cafeteria) and to serve the food y instruction. otate the assignment. Review the procedures in the primary ection.	Table Napkins Knives Glasses Dishes Forks Spoons
resent colored plastic measuring cups and spoons. Show the arkings of 1 cup, 1/2 cup, and 1/3 cup. Show the tablespoon, easpoon, 1/2 teaspoon, and 1/4 teaspoon. Permit the pupils to easure using cups and spoons.	Measuring cups Measuring spoons
resent liquid measures, pint, quart, gallon. Permit the pupils measure liquids. Develop the understanding that two pints ual one quart and four quarts equal one gallon. Give the upils the opportunity to practice these measurements often.	Quart and pint container Variety of materials for measuring.
resent kitchen scales and weigh various items. Give the pupils e opportunity to weigh various items.	Scales Bushel, peck, and gallon containers
iscuss that some foods are sold by the pound, gallon, peck, ushel, dozen, bunch, box, can, etc.	Bunch of something
nstruct the pupils to wash hands before cooking and before ating. Practice table manners. Demonstrate to the class the rocedures of preparing cold cereal. Use milk. Demonstrate ood manners.	Cold cereal, milk Filmstrip: **Billy and the Manner Man** - Reel No. 3 T.V. - **The Manner Man Washing Dishes**
each the pupils to clean up after each meal and to scrape eir own plate.	Scraper, garbage can
resent a recipe book or recipes from magazines or the news- aper.	Recipe book (see sample page)

FOOD AND NUTRITION

INTERMEDIATE

LEARNINGS: Routines in Selecting, Preparing, and Serving Food (continued)

ACTIVITIES	PROCEDURES
	Prepare and bake biscuits and cookies. Give the pupils p in preparing foods. Stress the use of prepared and canne
Teaching the importance of cleanliness while cooking	Instruct the pupils to: Keeping the kitchen dish towel handy while preparin Clean the sink with detergent or liquid soap. Wash hands before cooking and eating. Keep nails trimmed and clean. Wear hair nets, girls and boys, whose hair is long. Wear clean aprons. Clean sink after each use. Keep paper and other articles off the floor and clean th when needed. Clean up whatever is wasted as soon as possible. When waiting for food to cook, wash the items that longer in use.
Teaching pupils to clean up after a meal	Instruct pupils as follows: Clear table. Fold cloth and place it in the proper place. Leave the dining table in order (as requested). Scrape plates. Prepare water by using soap or detergent. Wash glasses first, rinse, and dry. Use hot water for rinsing. Wash silverware next, rinse, and dry Wash dishes, rinse, and dry. Place in storage place. Wash, rinse, and dry pots and pans. Place in storage Clean sink and counter. Brush up or clean the floor. Hang up towels. View the T.V. film and discuss it. Give pupils practice in cleaning up after a meal.

SEWING

LEARNING: The Acquisition of Good Sewing Habits

ACTIVITIES	PROCEDURES
Presenting activities which will assist pupils in acquiring good sewing habits, as,	Display sewing equipment. Assist class members to as a sewing kit. Arrange for storage areas for sewing materials. Develop a standard for the use of sewing tools.

FOOD AND NUTRITION
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
reparing, and Serving Food (continued)	
epare and bake biscuits and cookies. Give the pupils practice reparing foods. Stress the use of prepared and canned foods.	Mixing bowl Ingredients Egg beater
truct the pupils to:	
eping the kitchen dish towel handy while preparing food.	Dish towel
an the sink with detergent or liquid soap.	Sink
sh hands before cooking and eating.	Detergent or liquid
ep nails trimmed and clean.	
ar hair nets, girls and boys, whose hair is long.	Hair net
ar clean aprons.	Apron
an sink after each use.	Kitchen equipment
ep paper and other articles off the floor and clean the floor en needed.	Broom Mop
an up whatever is wasted as soon as possible.	
hen waiting for food to cook, wash the items that are no ger in use.	
truct pupils as follows:	T.V. Film, **Washing Dishes**
ar table.	
ld cloth and place it in the proper place.	
ave the dining table in order (as requested).	
ape plates.	
epare water by using soap or detergent.	
sh glasses first, rinse, and dry.	
e hot water for rinsing.	
sh silverware next, rinse, and dry	
sh dishes, rinse, and dry. Place in storage place.	
sh, rinse, and dry pots and pans. Place in storage place.	
an sink and counter.	
ush up or clean the floor.	
ng up towels.	
ew the T.V. film and discuss it.	
e pupils practice in cleaning up after a meal.	
SEWING	
ewing Habits	
splay sewing equipment. Assist class members to assemble ewing kit.	Sewing kit (same as primary with thimble and tape measure added).
range for storage areas for sewing materials.	
velop a standard for the use of sewing tools.	

SEWING

INTERMEDIATE

LEARNING: The Acquisition of Good Sewing Habits (continued)

ACTIVITIES	PROCEDURES
Learning to select and use sewing tools	Demonstrate threading a needle and making knots. Arrange time for pupils to practice threading a nee making knots. Emphasize importance of having adequate lighting and the work on the table.
Learning basic stitches	Demonstrate and teach, one at a time, but in the f order: The running stitch The cross stitch The blind stitch The overcast stitch The blanket stitch After each demonstration, permit pupils to practice h items such as: Tea towels Pillow cases Curtains Dresses, etc.
Experiencing success in a finished product	Allow pupils to practice stitches on materials and re Teach pupils to make useful items, such as: Bean bags Place mats Dish towels Animal roll ups Pin cushions Pot holders Teach the vocabulary used in this section.

CLOTHING

LEARNING: To Select and Care for Clothing.

ACTIVITIES	PROCEDURES
Teaching pupils to choose and coordinate appropriate clothes for different seasons and specific activities; such as,	Provide pictures from magazines showing colors and garments. Discuss colors that blend. Give pupils practice time in colors. Review the discussion on choice of clothing for specif ions as presented at the primary level. Assist pupils in a scrapbook showing seasons and type of clothing wo
Teaching textures and Type of materials	Provide many types of materials. Discuss the approp of using each material in sewing. Make texture-board material charts.

SEWING

INTERMEDIATE

ion of Good Sewing Habits (continued)

PROCEDURES	MATERIALS & EQUIPMENT
Demonstrate threading a needle and making knots. Arrange time for pupils to practice threading a needle and making knots.	Needle Thread Filmstrip
Emphasize importance of having adequate lighting and keeping the work on the table.	
Demonstrate and teach, one at a time, but in the following order: The running stitch The cross stitch The blind stitch The overcast stitch The blanket stitch	Needle Thread Scissors
After each demonstration, permit pupils to practice hemming items such as: Tea towels Pillow cases Curtains Dresses, etc.	
Allow pupils to practice stitches on materials and remnants. Teach pupils to make useful items, such as: Bean bags Place mats Dish towels Animal roll ups Pin cushions Pot holders Teach the vocabulary used in this section.	Sewing Kit Materials Needle Buttons Thread Yarn

CLOTHING

Care for Clothing.

PROCEDURES	MATERIALS & EQUIPMENT
Provide pictures from magazines showing colors and types of garments. Discuss colors that blend. Give pupils practice time in choosing colors. Review the discussion on choice of clothing for specific occasions as presented at the primary level. Assist pupils in making a scrapbook showing seasons and type of clothing worn.	Magazines Charts Posters Catalogs T.V. Tapes
Provide many types of materials. Discuss the appropriateness of using each material in sewing. Make texture-board material charts.	Material scraps

CLOTHING

INTERMEDIATE

LEARNING: To Select and Care for Clothing (continued)

ACTIVITIES	PROCEDURES
Teaching proper care of clothing	Review the procedures as presented in the primary s being careful to urge pupils to keep clothes clean.
	Demonstrate the procedures in each phase of doing laundry. Instruct pupils to progress in the following ord
Teaching pupils to do simple home laundry	Sort clothes Prepare water, using the proper temperature and det or soap. Wash clothes either by hand or in the washer. Place clothes in the dryer or hang clothes on the clothe Sprinkle clothes. Iron the flat pieces or other items, if able. Fold clothes and place in storage place.

GENERAL HOMEMAKING

LEARNINGS: The Routines of Simple Housekeeping Tasks

ACTIVITIES	PROCEDURES
Reviewing the procedures of cleaning as presented in the primary section; such as,	Discuss and demonstrate cleaning duties in the classroo ation that can be carried over into the home.
Keeping the home clean	Ask the pupils to name the duties of cleaning that they already learned which are necessary to keep the home such as, washing tables and chairs, washing windows, cl mirrors, dusting furniture, dusting window sills, base shades, moving and rearranging furniture, picking u hanging up wraps, sweeping and scrubbing floors, pick paper and placing it in a wastebasket, etc.
Transferring knowledge of cleaning learned at school to the home	Give the pupils instruction and experience in polishing ture. Provide paste wax and dust cloths, and permit th polish and dust the school furniture. Teach the pupils the kinds of dust cloths to use and the care required aft Urge the pupils to use, at home, all of the skills in cl that they have learned at school. Sing songs as: "Did Yo See A Lassie" and "Here We Go Around the Mulberry
Using procedures of cleaning in more difficult situations;	Teach the pupils about the kinds of brooms, mops, and b and the techniques for using them. Demonstrate how to floors, to use a dust pan and brush, or mop, to use a w

CLOTHING

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
Care for Clothing (continued)	
Review the procedures as presented in the primary section, being careful to urge pupils to keep clothes clean.	Hangers Laundry basket or hamper Napkin
Demonstrate the procedures in each phase of doing home laundry. Instruct pupils to progress in the following order:	Apron Clothes brush
Sort clothes Prepare water, using the proper temperature and detergent or soap.	Sprinkle bottle Plastic bag
Wash clothes either by hand or in the washer. Place clothes in the dryer or hang clothes on the clothes line. Sprinkle clothes. Iron the flat pieces or other items, if able. Fold clothes and place in storage place.	Iron Ironing board Laundry detergent Clothesline Clothespins

GENERAL HOMEMAKING

PROCEDURES	MATERIALS & EQUIPMENT
of Simple Housekeeping Tasks	
Discuss and demonstrate cleaning duties in the classroom situation that can be carried over into the home.	Pan and water Cleaning cloth
Ask the pupils to name the duties of cleaning that they have already learned which are necessary to keep the home clean; such as, washing tables and chairs, washing windows, cleaning mirrors, dusting furniture, dusting window sills, baseboards, shades, moving and rearranging furniture, picking up toys, hanging up wraps, sweeping and scrubbing floors, picking up paper and placing it in a wastebasket, etc.	Window cleaner Paper towels Cloth Dust mop Lampshade Furniture polish Dust cloth Furniture Toys
Give the pupils instruction and experience in polishing furniture. Provide paste wax and dust cloths, and permit them to polish and dust the school furniture. Teach the pupils about the kinds of dust cloths to use and the care required after use. Urge the pupils to use, at home, all of the skills in cleaning that they have learned at school. Sing songs as: "Did You Ever See A Lassie" and "Here We Go Around the Mulberry Bush."	Filmstrip - **Helping Mother and the Family**
Teach the pupils about the kinds of brooms, mops, and brushes, and the techniques for using them. Demonstrate how to sweep floors, to use a dust pan and brush, or mop, to use a wet mop	Broom Dust pan Brush

LEARNINGS: The Routines of Simple Housekeeping Tasks (Continued)

ACTIVITIES	PROCEDURES
such as, Floors	after spills and to scrub floors. Give the pupils practic above.
Rugs	Teach the pupils how to clean rugs, as, shake or beat with a broom or hang it over a clothesline and beat
	Discuss with pupils the importance of helping at h picking up paper, putting paper in a wastebasket and e the wastebasket.
	Give pupils actual practice in: Washing paint brushes and paint cups and cleaning eq after use
Cupboards	Washing and arranging cupboards and shelves Demonstrate how to take inventory of contents at cleaning cupboards and shelves
Sink and lavatory	Teach pupils how to scour the sink, lavatory, comm tub. Demonstrate several ways to clean using powde mode brush, pine oil, etc.
Dishes	Give actual practice in washing and drying dishes and dishes away.
	Give actual practice in washing "what nots", ash tr
Laundry	Show the proper method of folding clothes that do ironing. Teach pupils to fold linens and towels and folded articles and other linens in the proper place.
	Explain the use of proper detergent and water temper delicate clothes and linens. Demonstrate how to wa items by hand and to hang them on the clothesline. pupils practice.
Care of bed	Discuss and demonstrate bedmaking. Teach the p identify articles used in bedmaking. Give pupils pr bedmaking.
Personal items	Teach pupils to wash brushes in a germ killing sol adding purex and detergent to water for cleaning. Gi practice in washing combs, hair brushes, rollers, toothb

GENERAL HOMEMAKING

INTERMEDIATE

f Simple Housekeeping Tasks (Continued)

PROCEDURES	MATERIALS & EQUIPMENT
after spills and to scrub floors. Give the pupils practice in the above.	Mop Pan and water Cleaning detergents
Teach the pupils how to clean rugs, as, shake or beat the rug with a broom or hang it over a clothesline and beat it.	Broom
Discuss with pupils the importance of helping at home, by picking up paper, putting paper in a wastebasket and emptying the wastebasket.	Wastebasket Filmstrip - **We Can Help**
Give pupils actual practice in: Washing paint brushes and paint cups and cleaning equipment after use	Paint brushes Paint cups
Washing and arranging cupboards and shelves Demonstrate how to take inventory of contents at time of cleaning cupboards and shelves	Shelf paper Cloth or sponge
Teach pupils how to scour the sink, lavatory, commode, and tub. Demonstrate several ways to clean using powders, commode brush, pine oil, etc.	Cleaners Cloth Commode brush Pine oil
Give actual practice in washing and drying dishes and putting dishes away.	Dish washing liquid
Give actual practice in washing "what nots", ash trays, etc.	Pan and water Dish washing liquid
Show the proper method of folding clothes that do not need ironing. Teach pupils to fold linens and towels and to put folded articles and other linens in the proper place.	Linens Towels
Explain the use of proper detergent and water temperature for delicate clothes and linens. Demonstrate how to wash small items by hand and to hang them on the clothesline. Give the pupils practice.	Pan and water Detergent Clothesline Basket Peabody Kit, Lesson No. 5 Part 1
Discuss and demonstrate bedmaking. Teach the pupils to identify articles used in bedmaking. Give pupils practice in bedmaking.	Bed Bed linen Filmstrips - **Helping Mother, We Can Help**
Teach pupils to wash brushes in a germ killing solution by adding purex and detergent to water for cleaning. Give pupils practice in washing combs, hair brushes, rollers, toothbrush, etc.	Pan and water Soap Lysol (cleaning solution)

GENERAL HOMEMAKING

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: The Routines of Simple Housekeeping Tasks (Continued)	
House plants	Demonstrate how to fill planters, plant bulbs, or plants. Assi two pupils to water these and other plants. Let individual pupils try planting unidentified seeds in milk carton.
Outside cleaning	Teach the importance of caring for the outside of the hou Discuss the needs as: Teach pupils to sweep or wash sidewalk, porch, and carp and to rinse with waterhose or sweep with broom Teach pupils how to shovel or scrape snow from the sidew or the porch Teach pupils to wash outside doors and inside the porch w
Family pets	Permit pupils to bring to school live pets for a day's visit class. The class may have a pet bird, guinea pig, rabbit, du turtle, or fish, etc. Ask pupils to identify the pets, groom pets, feed the pets, and clean the pets living area.

LEARNING: Learning the Acquisition of Simple Household Necessities.

Prepare a list of needed household items. Discuss where t may be purchased. Discuss the amount of money needed purchases.

Arrange a shopping errand and go to the following stores purchases as follows:

Grocery store	clothes pins detergents floor wax furniture polish soap pads scouring pads starch etc.
Hardware store	Hardware supplies nails tools curtain rods etc.

GENERAL HOMEMAKING
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
ple Housekeeping Tasks (Continued)	
	Purex Detergent Ammonia
Demonstrate how to fill planters, plant bulbs, or plants. Assign two pupils to water these and other plants. Let individual pupils try planting unidentified seeds in a milk carton.	Planter Bulbs Seeds Milk carton Boxes Plants
Teach the importance of caring for the outside of the house. Discuss the needs as: Teach pupils to sweep or wash sidewalk, porch, and carport, and to rinse with waterhose or sweep with broom	Broom Waterhose
Teach pupils how to shovel or scrape snow from the sidewalk or the porch Teach pupils to wash outside doors and inside the porch walls	Sponge or rags Shovel
Permit pupils to bring to school live pets for a day's visit in class. The class may have a pet bird, guinea pig, rabbit, duck, turtle, or fish, etc. Ask pupils to identify the pets, groom the pets, feed the pets, and clean the pets living area.	Pets and cages Visit Veterinarian Food Filmstrip - **Farm Animals and Pets. Feeding the Animals.**
ion of Simple Household Necessities.	
Prepare a list of needed household items. Discuss where they may be purchased. Discuss the amount of money needed for purchases.	Money Shopping list Peabody Kit, Lesson No. 55, Part 1

Arrange a shopping errand and go to the following stores for purchases as follows:

Grocery store	clothes pins detergents floor wax furniture polish soap pads scouring pads starch etc.
Hardware store	Hardware supplies nails tools curtain rods etc.

GENERAL HOMEMAKING

INTERMEDIATE

LEARNING: Learning the Acquisition of Simple Household Necessities (continued).

ACTIVITIES	PROCEDURES	
	Variety store	needles thread etc.
	Paint store	paint brushes paste wallpaper sandpaper etc.
	Teach the vocabulary used in this section.	

GARDENING AND YARD WORK

LEARNING: The Identification, Use, and Care of Tools.

ACTIVITIES	PROCEDURES
Teaching the identification and use of tools	Present pictures of all tools mentioned in the sugges terials and equipment. Name each one and tell its us
	Ask each pupil to identify as many tools shown as
	Review the procedures presented at the primary leve paring a seed bed.
	Permit each pupil to prepare a small plot and pla thing, a bulb, a tomato plant, or some seed.
Teaching the difference between plants and weeds	At growing time, show the pupil which plants are w which ones are not. Teach pupils to pull or cut wee their garden plot.
	Demonstrate to the pupil how to rake. Let the pupil pile or haul away leaves, grass, trash, or rocks from th or playground.
Teaching care and storage of tools	Demonstrate to the pupil how to clean tools. Inst pupils to clean their tools and return them to the when they have completed their work each time. Giv practice. Instruct pupils in rules of safety in handling tools.
	Teach vocabulary used in this section.

GENERAL HOMEMAKING
INTERMEDIATE

PROCEDURES

MATERIALS & EQUIPMENT

uisition of Simple Household Necessities (continued).

Variety store	needles thread etc.
Paint store	paint brushes paste wallpaper sandpaper etc.

Teach the vocabulary used in this section.

GARDENING AND YARD WORK

Use, and Care of Tools.

Present pictures of all tools mentioned in the suggested materials and equipment. Name each one and tell its use.	Rake Spade Shovel Fork Leaf Rake Garden Rake Pruner Sprinkler Lawn Mower Garden Hose Wheelbarrow Push Garden Plow Garden Tiller
Ask each pupil to identify as many tools shown as possible.	
Review the procedures presented at the primary level in preparing a seed bed.	
Permit each pupil to prepare a small plot and plant something, a bulb, a tomato plant, or some seed.	Spade Hoe Rake Seeds Bulbs
At growing time, show the pupil which plants are weeds and which ones are not. Teach pupils to pull or cut weeds from their garden plot.	Hoe
Demonstrate to the pupil how to rake. Let the pupil rake and pile or haul away leaves, grass, trash, or rocks from the garden or playground.	Rake Shovel or fork Bucket or box Wheelbarrow, cart, or wagon
Demonstrate to the pupil how to clean tools. Instruct the pupils to clean their tools and return them to their place when they have completed their work each time. Give actual practice.	Wire brush Scraper Water hose
Instruct pupils in rules of safety in handling tools.	
Teach vocabulary used in this section.	

FOOD AND NUTRITION

ADVANCED

LEARNING: Reinforcement of the Learnings in the Primary and Intermediate Sectio

ACTIVITIES	PROCEDURES
Providing activities which broaden the understanding of pupils in regard to food as, Teaching pupils where and how foods are produced	Ask the pupils to name the food that is produce fruits, vegetables, etc. Discuss the climate in which Permit pupils to give experiences in gardening o fruit from a tree. Arrange for a visit to a farm. ways in which the farmer works. Permit those live on a farm to tell of the work habits of farmer
Teaching pupils how foods are carried to the market	Explain that foods are shipped in from the farms, states, and other countries. Ask pupils to name th is brought in. Show pictures of pick-up trucks, l trains, planes, etc.
Teaching pupils to preserve foods	Discuss refrigeration of food. Teach pupils how t in the cooling section. Teach pupils how to wr freezing. Discuss preservation of food by cannin perience to pupils in canning foods such as, jellie relishes.
Planning a shopping list	Visit a large supermarket and neighborhood store. how to compare the prices. Point out that some bought cheaper in season and preserved.
Choosing foods	Explain that foods can be judged by the crispness and smell. To demonstrate this, leave a radish or out of the refrigerator a few days, and notice th Discuss the reasons for the difference.
Practicing proper behavior	Set up suggestions for good table manners, as: Keep elbows off the table. Chew with mouth closed. Keep feet flat on the floor. Be polite. Remind the students during the lunch hour to fol on these activities.
	View film strip and T.V. film. Discuss.
	Review the vocabulary used in the primary and section.
	Teach new vocabulary.

FOOD AND NUTRITION

ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
t of the Learnings in the Primary and Intermediate Section.	
Ask the pupils to name the food that is produced locally as, fruits, vegetables, etc. Discuss the climate in which they grow. Permit pupils to give experiences in gardening or in picking fruit from a tree. Arrange for a visit to a farm. Discuss the ways in which the farmer works. Permit those pupils who live on a farm to tell of the work habits of farmers.	Filmstrip - A Trip to the Farm
Explain that foods are shipped in from the farms, from other states, and other countries. Ask pupils to name the ways food is brought in. Show pictures of pick-up trucks, large trucks, trains, planes, etc.	
Discuss refrigeration of food. Teach pupils how to keep food in the cooling section. Teach pupils how to wrap food for freezing. Discuss preservation of food by canning. Give experience to pupils in canning foods such as, jellies, jams, and relishes.	Fruit jars Caps and lids Recipes
Visit a large supermarket and neighborhood store. Teach pupils how to compare the prices. Point out that some food can be bought cheaper in season and preserved.	Visit a supermarket
Explain that foods can be judged by the crispness, color, feel, and smell. To demonstrate this, leave a radish or some lettuce out of the refrigerator a few days, and notice the difference. Discuss the reasons for the difference.	Radish Lettuce
Set up suggestions for good table manners, as: Keep elbows off the table. Chew with mouth closed. Keep feet flat on the floor. Be polite. Remind the students during the lunch hour to follow through on these activities.	Filmstrip - Manners in Public T.V. Tape - The Manner Man
View film strip and T.V. film. Discuss.	
Review the vocabulary used in the primary and intermediate section.	
Teach new vocabulary.	

SEWING

ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: To Achieve Greater Skill in the Use of Sewing Equipment and Materials	
Choosing equipment for use in sewing	Review the use and care of sewing tools, such as in primary and intermediate sections. Demonstrate the use and care of the sewing mach Give the pupils opportunity to practice threading t and filling the bobbin. Demonstrate machine stitc
	Permit the pupils to practice sewing on the machi thread, on ruled paper sheets. When a pupil be ficient, permit him to make: Towels Curtains Place mats Pillow cases Wall hangings Pillows Aprons Ties Babushkas (headscarfs) Block quilts
Teaching pupils new skills in handwork	Demonstrate simple stitches used in embroider pupils practice in using the stitches. Permit the pup Pillow cases Borders on curtains Tea towels Wall hangings
	Demonstrate the use of liquid embroidery. Permit to practice this method on pieces of material, the cases and book marks. Demonstrate simple knitting and crocheting. Permi to practice individually. Permit the pupil to make headband when proficient.

CLOTHING

ACTIVITIES	PROCEDURES
LEARNING: To Assume Greater Responsibility in the Care of Clothing and in the Use	
Encourage pupils to care for clothing	Review laundry techniques as presented in the p Intermediate sections. Arrange for a trip to a lau Discuss procedures observed. Discuss the importance of dry cleaning certain ga Arrange for a trip to a dry cleaners.

SEWING

ADVANCED

eater Skill in the Use of Sewing Equipment and Materials

PROCEDURES	MATERIALS & EQUIPMENT
Review the use and care of sewing tools, such as, presented in primary and intermediate sections. Demonstrate the use and care of the sewing machine. Give the pupils opportunity to practice threading the machine and filling the bobbin. Demonstrate machine stitching.	Sewing kit plus added items (darning thread and needles, ironing tape and bias tape). Sewing machine Thread Bobbin Practice sheets
Permit the pupils to practice sewing on the machine, without thread, on ruled paper sheets. When a pupil becomes proficient, permit him to make: Towels Curtains Place mats Pillow cases Wall hangings Pillows Aprons Ties Babushkas (headscarfs) Block quilts	
Demonstrate simple stitches used in embroidery. Give the pupils practice in using the stitches. Permit the pupils to make: Pillow cases Borders on curtains Tea towels Wall hangings	Embroidery thread Needles Embroidery hoop
Demonstrate the use of liquid embroidery. Permit the pupils to practice this method on pieces of material, then on pillow cases and book marks.	Tri-chem liquid Embroidery kit
Demonstrate simple knitting and crocheting. Permit the pupils to practice individually. Permit the pupil to make a scarf or headband when proficient.	Knitting needles Yarn Scissors

CLOTHING

ater Responsibility in the Care of Clothing and in the Use of Sewing Equipment.

PROCEDURES	MATERIALS & EQUIPMENT
Review laundry techniques as presented in the primary and Intermediate sections. Arrange for a trip to a laundromat. Discuss procedures observed. Discuss the importance of dry cleaning certain garments. Arrange for a trip to a dry cleaners.	Washer and dryer Go to laundromat (See General Homemakig Advanced)

CLOTHING

ADVANCED

LEARNING: To Assume Greater Responsibility in the Care of Clothing and in the Use of Sew

ACTIVITIES	PROCEDURES
	Demonstrate the following: Sewing on buttons, Darning socks, Mending holes, Fixing ripped seams, Sewing hooks and eyes and snaps. Give pupils opportunities to practice these procedures.
Developing skill in making a garment	Present a pattern book showing various types of garments. D cuss the garment desired. Discuss the choice of simple patter sizes required, selection of material desired, purchase of correct amount of material. Demonstrate pinning and cutting. Teach pupils to sew a g ment by machine and by hand. Prepare and give a fashion show. Review and teach the vocabulary used in all three sectio

RESOURCES

BOOKS:

Enthoven, Jacqueline, **Stitchery for Children,** Reinhold Book Corporation, New York, 19

Paul, Edith and Barbara Zeitz, **Simple Sewing,** The Singer Company, Grosset and Dunn

FILMSTRIPS:

Dressing Well is a Game, Chicago Film Studios.

Care of Your Clothes, Consumer Education Series, McGraw - Hill Book Company.

Clothing and Safety, State Department of Education, State Schools for Retarded Childre

T.V. VIDEO TAPES:

Neat Girl, State Department of Education, State Schools for Retarded Children, Jefferson

INSTRUCTIONAL MATERIALS:

The Clothes We Wear, State Department of Education, State Schools for Retarded Child

Sewing Cards, State Department of Education, State Schools for Retarded Children, Jeff

Peabody Language Development Kit, American Guidance Service, Circle Pines, Minnes

CLOTHING

ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
ter Responsibility in the Care of Clothing and in the Use of Sewing Equipment (continued).	
Demonstrate the following: Sewing on buttons, Darning socks, Mending holes, Fixing ripped seams, Sewing hooks and eyes and snaps.	Needle Thread Thread Buttons Darning needle Darning and mending cotton Hooks and eyes
Give pupils opportunities to practice these procedures.	
Present a pattern book showing various types of garments. Discuss the garment desired. Discuss the choice of simple patterns: sizes required, selection of material desired, purchase of correct amount of material.	Field trip to store Patterns Material Sewing kit Sewing machine
Demonstrate pinning and cutting. Teach pupils to sew a garment by machine and by hand.	
Prepare and give a fashion show.	
Review and teach the vocabulary used in all three sections.	

RESOURCES

titchery for Children, Reinhold Book Corporation, New York, 1968.

Zeitz, **Simple Sewing,** The Singer Company, Grosset and Dunnlap, New York, 1969.

e, Chicago Film Studios.

nsumer Education Series, McGraw - Hill Book Company.

te Department of Education, State Schools for Retarded Children, Jefferson City, Missouri.

nt of Education, State Schools for Retarded Children, Jefferson City, Missouri.

S:

State Department of Education, State Schools for Retarded Children, Jefferson City, Missouri.

partment of Education, State Schools for Retarded Children, Jefferson City, Missouri.

elopment Kit, American Guidance Service, Circle Pines, Minnesota, (Level I).

VOCABULARY FOR SEWING AND CLOTH

- Attachments
- Baste
- Blanket stitch
- Bleach
- Blind stitch
- Bobbin
- Buttons
- Clothes brush
- Clothesline
- Clothes pins
- Crochet hook
- Crochet thread
- Cross stitch
- Darning cotton
- Darning needle
- Dryer
- Embroidery
- Embroidery hoop
- Embroidery thread (or liquid)
- Gather
- Hooks and eyes
- Iron
- Ironing board
- Knitting needles
- Knot
- Lace
- Laundry basket
- Laundry detergent
- Material
- Mending cotton
- Needle
- Overcast stitch
- Pattern
- Pedal
- Pinking shears
- Pins

GENERAL HOMEMAKING

ADVANCED

LEARNING: The Routines of Household Tasks at a Higher Level.

ACTIVITIES	PROCEDURES
Teaching simple housekeeping tasks.	Continue and re-inforce learning initiated at the inte level. Develop a plan and demonstrate proper proce general cleaning tasks that pupils can do at home.
Re-inforcing learnings at the intermediate level	Give pupils practice in using broom, in sweeping wa ings, and baseboards.
	Give pupils practice in waxing floors and furniture.

VOCABULARY FOR SEWING AND CLOTHING

- Embroidery thread (or liquid)
- Gather
- Hooks and eyes
- Iron
- Ironing board
- Knitting needles
- Knot
- Lace
- Laundry basket
- Laundry detergent
- Material
- Mending cotton
- Needle
- Overcast stitch
- Pattern
- Pedal
- Pinking shears
- Pins
- Plastic bag
- Plug
- Presser foot
- Rick-rack
- Ruffle
- Running stitch
- Scissors
- Sewing machine
- Snaps
- Spool
- Sprinkle bottle
- Tape measure
- Thimble
- Thread
- Washer
- Whip
- Yardstick
- Yarn

GENERAL HOMEMAKING
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
Household Tasks at a Higher Level.	
Continue and re-inforce learning initiated at the intermediate level. Develop a plan and demonstrate proper procedures in general cleaning tasks that pupils can do at home.	
Give pupils practice in using broom, in sweeping walls, ceilings, and baseboards.	Broom
Give pupils practice in waxing floors and furniture.	Pail and mop Floor wax Furniture polish Peabody Kit, Lesson No. 10, Part 2

GENERAL HOMEMAKING
ADVANCED

LEARNING: The Routines of Household Tasks at a Higher Level. (continued)

ACTIVITIES	PROCEDURES
	Give pupils practice in washing walls, and woodwork.
	Demonstrate the use of the electric sweeper, how to and detach it, and how to prepare it for storing.
Using routines of cleaning in more difficult situations such as carpets	Demonstrate the use of a sponge or cloth and ammo cleaning the carpet. Give actual practice to the pupils.
	Give actual practice in washing inside and outside of wi
Stove and refrigerator	Demonstrate different techniques in cleaning stove a frigerator by using powders, steel wool, ammonia, etc. D the care of food while cleaning.
	Teach pupils to wash artificial plants by dipping them in and putting them under the faucet.
Vases and light fixtures	Demonstrate washing vases and light fixtures by using tergent, water, and sponge or cloth. Instruct pupils to safety rules by detaching or turning off the light fixtu
Arranging furniture	Demonstrate proper methods of moving furniture and heavy items by putting furniture on throw-rugs and p it to a desired place.
	Demonstrate use of cart and dolly for very heavy appl
	Give pupils actual practice in moving furniture.
Care of bed	Continue and re-inforce learning initiated at the interm level. Teach pupils proper care of the bed. Give the foll instructions: Remove the bedding. Clean the mattress by using a broom to sweep and be mattress. Sweep the dust from the springs and bed slats, or vacuum sweeper to clean mattress and springs. Hang the pillows out to air.
Use of washing machine	Continue and re-inforce learning initiated at the interm level.

GENERAL HOMEMAKING
ADVANCED

ld Tasks at a Higher Level. (continued)

PROCEDURES	MATERIALS & EQUIPMENT
ve pupils practice in washing walls, and woodwork.	Cleaners Cloth Pan and water
monstrate the use of the electric sweeper, how to attach d detach it, and how to prepare it for storing.	Electric sweeper
monstrate the use of a sponge or cloth and ammonia in aning the carpet. Give actual practice to the pupils.	Sponge Ammonia Vacuum cleaner
ve actual practice in washing inside and outside of windows.	Window cleaner
monstrate different techniques in cleaning stove and re- gerator by using powders, steel wool, ammonia, etc. Discuss care of food while cleaning.	Cloth Ammonia Soap pad
ach pupils to wash artificial plants by dipping them in water d putting them under the faucet.	Water Pail
monstrate washing vases and light fixtures by using a de- gent, water, and sponge or cloth. Instruct pupils to follow ety rules by detaching or turning off the light fixtures.	Cloth Sponge Dish washing liquid
monstrate proper methods of moving furniture and other avy items by putting furniture on throw-rugs and pulling o a desired place.	Furniture Stove and refrigerator Throw-rugs
monstrate use of cart and dolly for very heavy appliances.	
ve pupils actual practice in moving furniture.	
ntinue and re-inforce learning initiated at the intermediate el. Teach pupils proper care of the bed. Give the following tructions: move the bedding. an the mattress by using a broom to sweep and beat the ttress. eep the dust from the springs and bed slats, or use a uum sweeper to clean mattress and springs. ng the pillows out to air.	Bed Bed linen Broom Vacuum cleaner Brush
ntinue and re-inforce learning initiated at the intermediate el.	

LEARNING: The Routines of Household Tasks at a Higher Level (continued)

ACTIVITIES	PROCEDURES
	Explain the different types of materials and how each kind is washed differently using different water temperature. Demonstrate procedures as, use of bleaches, both liquid and powder. Remove spot from various fabrics. Fold linens and blankets. Wash couch and chair covers.
Visit Coin-A-Matic Laundry	Give actual practice to the pupils. Teach the use of coin operated washers and dryers. Instruct pupils to follow these directions: Sort clothes. Load the washer. Place coins in the slot. Remove clothes after completing the washing cycle. Put in dryer. Let dry and remove. Fold and put in a basket. Emphasize proper conduct at the laundromat. Ask pupils to take sewing, books, puzzle, etc., to keep busy while clothes are washing and drying.
Flat Ironing	Teach pupils to sprinkle dry clothes and use spray starch. Closely supervise pupil while he is using an iron. Never risk pupil's ability to take proper safety measures.
Ironing garments	Teach the pupil to plug iron cord into outlet and to set tempepature control on low or medium. Make sure pupil learns proper position of iron when not in use.

GENERAL HOMEMAKING
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
Tasks at a Higher Level (continued)	
ain the different types of materials and how each kind ashed differently using different water temperature. nstrate procedures as, use of bleaches, both liquid and ler. ve spot from various fabrics. linens and blankets. couch and chair covers.	Washer and dryer Basket Clothes line Clothes pins Bleach Detergent Peabody Kit Lesson No. 5, Part 1
actual practice to the pupils. Teach the use of coin ted washers and dryers. Instruct pupils to follow these tions: clothes. the washer. coins in the slot. ve clothes after completing the washing cycle. n dryer. ry and remove. and put in a basket.	Clothes Basket Washing powders and compounds Coins Bleach
asize proper conduct at the laundromat. pupils to take sewing, books, puzzle, etc., to keep busy clothes are washing and drying.	Book Puzzle
pupils to sprinkle dry clothes and use spray starch. ly supervise pupil while he is using an iron. Never risk 's ability to take proper safety measures.	Iron Ironing board Spray starch Sprinkle bottle Water bag
the pupil to plug iron cord into outlet and to set tem- ture control on low or medium. Make sure pupil learns er position of iron when not in use.	Filmstrip: **Robert's Family At Home** Peabody Kit Lesson No. 5, Part 1

GENERAL HOMEMAKING
ADVANCED

LEARNING: The Routines of Household Tasks at a Higher Level (continued)

ACTIVITIES	PROCEDURES
Pressing	Demonstrate the use of the steam iron, stressing the s measures in filling and refilling. Emphasize that the iron be unplugged after using.
Using the vacuum sweeper	Teach proper way to plug a vacuum sweeper into the o to start and to stop it. Give actual practice. Demonstrate si basic cleaning with sweeper. Permit the pupils to help vacuum furniture, vacuum vacuum walls, and baseboards. Teach the use of vacuum sweeper attachments for clea Teach pupils how to change and dispose of the sweeper Give actual practice in using and cleaning the vacuum swe
Caring for the family automobile	Demonstrate the proper procedure in keeping the family mobile clean. Permit pupil to participate in cleaning car. mit pupils to wash, polish, sweep and clean the inside of Make a litter bag using a small bag, box, or paper sack. the use and disposal of the litter bag.
Outside cleaning	See intermediate.
Care of family pets.	See intermediate.
Acquisition of household necessities	See intermediate.
Cleaning personal care items	See intermediate.
Caring for house plants	See intermediate.
Care of simple household equipment, tools and toys	Teach the pupils the proper care of tools, toys, hand po appliances, sewing machine, etc. Give actual practice t pupils. Teach pupils to make minor repairs on equipmen
Decorating and refinishing rooms and furniture	Teach the pupils to sand old furniture, paint furniture, the wall with water base paint, and varnish woodwork. Teach the vocabulary used in this section.

GENERAL HOMEMAKING
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
asks at a Higher Level (continued)	
nstrate the use of the steam iron, stressing the safety res in filling and refilling. Emphasize that the iron must plugged after using.	
proper way to plug a vacuum sweeper into the outlet, t and to stop it. Give actual practice. Demonstrate simple cleaning with sweeper.	Vacuum sweeper and attachments
t the pupils to help vacuum furniture, vacuum floor, n walls, and baseboards.	Filmstrip: **Sights and Sounds of Home.**
the use of vacuum sweeper attachments for cleaning.	Vacuum sweeper and attachments.
pupils how to change and dispose of the sweeper bag. ctual practice in using and cleaning the vacuum sweeper.	
nstrate the proper procedure in keeping the family auto- e clean. Permit pupil to participate in cleaning car. Per- pils to wash, polish, sweep and clean the inside of a car.	Family car, if available. Detergent Pail for water or water hose Sponge or rags Polish Peabody Kit, Lesson No. 5, Part 1
a litter bag using a small bag, box, or paper sack. Teach e and disposal of the litter bag.	
termediate.	
termediate.	
termediate.	
termediate.	
termediate.	
the pupils the proper care of tools, toys, hand powered nces, sewing machine, etc. Give actual practice to the . Teach pupils to make minor repairs on equipment.	Tools Appliances Toys
the pupils to sand old furniture, paint furniture, paint all with water base paint, and varnish woodwork. the vocabulary used in this section.	Sand paper Varnish Paint remover Steel wool Paint

RESOURCES

BOOKS:

Colonius, Lillian, and Schroeder, Glenn D., **At the Bakery,** Melmount Publishers,

Curriculum Guide Educable Mentally Retarded, Junior High Little Rock Public

Manning, Ardelle, and Wood, Caroline, **Teaching Food Preparation to Trainable M** ductions, 1968.

FILMSTRIPS:

Farm Animals and Pets A461-3

Good Food

Manners in Public 8306c-si

Safety

T.V. VIDEO TAPES

The Manner Man

Washing Dishes

INSTRUCTIONAL MATERIALS:

A Better Breakfast, The Kellog Company, Battle Creek, Michigan.

Kitchen (a color sheet of essential kitchen appliances and equipment).

Lets Go Shopping (a unit on grocery shopping).

For the above and/or added material contact: Larry Simmons, I
State Department
State Schools for
P.O. Box 480
Jefferson City, Mi

544

RESOURCES

Glenn D., **At the Bakery,** Melmount Publishers, Inc.

ntally Retarded, Junior High Little Rock Public Schools, Little Rock, Arkansas, September, 1968.

oline, **Teaching Food Preparation to Trainable Mentally Retarded Children,** Ardelle Manning Pro-

mpany, Battle Creek, Michigan.

al kitchen appliances and equipment).

ery shopping).

nd/or added material contact: Larry Simmons, Instructional Materials Specialist
State Department of Education
State Schools for Retarded Children
P.O. Box 480
Jefferson City, Missouri 65101

FOOD AND NUTRITION VOCABULARY

balanced
diet
basic
energy
nutrition
dairy
ranch
distribute
freeze
canning
market
refrigerate
preserve
quart
gallon
dozen
pint
pound
weight
groceries
ounce
fresh

pan
skillet
egg beater
spatula
mixing spoons
fork
knife
mixer
cake pan
measuring spoons
measuring cups
refrigerator
cookie sheet

peel
slice
boil
fry
roast
salt
pepper
flour

orange
apple
pear
banana
cherries
lemons
grapes
grapefruit
peaches
plums
strawberries
blackberries

potatoes
carrots
celery
beets
onions
lettuce
spinach
peas

tomatoes
cabbage
beans
radishes

meat
beef
pork
chicken
lamb
duck
turkey
fish
cheese
eggs
bacon
ham
steak
liver

FOOD AND NUTRITION VOCABULARY

er
spoons
n
ng spoons
ng cups
tor
heet

orange
apple
pear
banana
cherries
lemons
grapes
grapefruit
peaches
plums
strawberries
blackberries

potatoes
carrots
celery
beets
onions
lettuce
spinach
peas

tomatoes
cabbage
beans
radishes

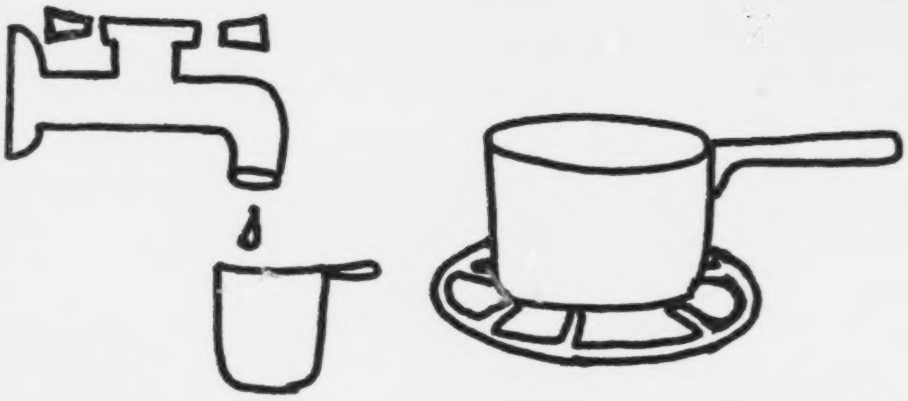
meat
beef
pork
chicken
lamb
duck
turkey
fish
cheese
eggs
bacon
ham
steak
liver

rolls
biscuits
corn bread
white bread
pancakes
oat meal
dry cereal

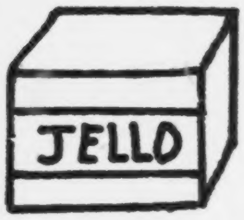
butter
margarine
lard
cooking oil
shortening

baking powder
baking soda
sugar
honey
syrup

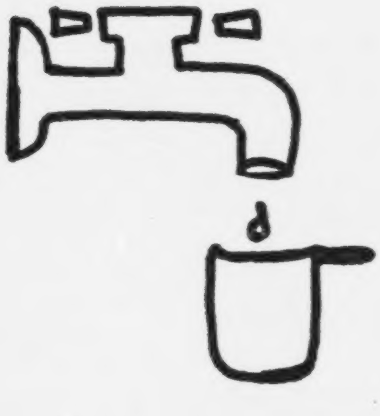
JELLO



BOIL ONE CUP WATER



ADD JELLO



ADD 1 CUP COLD WATER, STIR

POUR INTO SERVING DISHES AND CHILL TILL FIRM

RESOURCE MATERIAL

FILMSTRIPS:

We Can Help	Reel 9 Frame F State Department of Educatio State Schools for Retarded C
The Home Community "Helping Mother"	Encyclopedia Britannica Film Illinois, 1965.
Living Together "Family Helpers"	Society for Visual Education, 1345 Diversey Parkway Chicago, Illinois 60614
Robert and His Family "Robert's Family At Home"	Society for Visual Education, 1345 Diversey Parkway Chicago, Illinois 60614
Life On The Farm Series "Feeding the Animals"	Encyclopedia Britannica Film Illinois, 1965.
Beginning Nature Study "Animals of the Zoo"	Society for Visual Education, 1345 Diversey Parkway Chicago, Illinois 60614
Beginning Nature Study "Farm Animals and Pets"	Society for Visual Education, 1345 Diversey Parkway Chicago, Illinois 60614
Our World of Sights and Sounds "Sights and Sounds of Home"	Society for Visual Education, 1345 Diversey Parkway Chicago, Illinois 60614

INSTRUCTIONAL MATERIAL:

Peabody Language Development Kit Level I	American Guidance Service,

RECORDS:

"Did You Ever See A Lassie"	Russell Records Educational
"Here We Go Round The Mulberry Bush"	Russell Records Educational

SUGGESTED EQUIPMENT AND SUPPLIES FOR GENE
HOMEMAKING AND CLEANING

Broom
Wet mop
Dust mop
Vacuum sweeper
Scrub brush
Cleaning cloth
Sponge

Commode brush
Dust cloth
Shelf paper
Pail or pan
Dust pan
Water hose

Window cle
Furniture p
Detergents
Soap pads
Cleanser
Paper towel

RESOURCE MATERIAL

	Reel 9 Frame F State Department of Education State Schools for Retarded Children, Jefferson City, Missouri
	Encyclopedia Britannica Films, Inc., Wilmett, Illinois, 1965.
	Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614
	Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614
	Encyclopedia Britannica Films, Inc., Wilmett, Illinois, 1965.
	Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614
	Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614
nds e"	Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614
ment Kit	American Guidance Service, Circle Pines, Minnesota
"	Russell Records Educational Series, Ventura, California
ulberry Bush"	Russell Records Educational Series, Ventura, California

SUGGESTED EQUIPMENT AND SUPPLIES FOR GENERAL HOMEMAKING AND CLEANING

Commode brush
Dust cloth
Shelf paper
Pail or pan
Dust pan
Water hose

Window cleaner
Furniture polish
Detergents
Soap pads
Cleanser
Paper towels

SUGGESTED VOCABULARY FOR GENERAL HOMEM

appliance
ammonia
attachment

baseboard
basket
beat rug
bed
bed linen
bedmaking
bedspring
bed slat
bleach
book case
box
broom
brush

cabinet
cart and dolly
carpet
chair
change
clean
cleanser
cleaning cloth
clothes basket
clothes pins
clothes line
commode brush
chair cover
couch cover
curtain rod

desk
detergent
dish towel
dish washing liquid
dispose
drawer

dust
dust cloth
dust mop
dust pan

electrical outlet
empty
enamel
errand

floor
floor wax
fold
food
furniture
furniture polish
furniture wax

hand wash

inside
iron
ironing board

keep orderly

light fixture
litter bag
liquid

machine wash
mirror

neat
needle

outside

pan
pail

paint
paint brush
paint remover
paper basket
paper towel
paste and paper
pin
plant
polish
porch
powder
purex

rearrange furniture
refrigerator

sand paper
scour
scouring pad
scrub
shake rug
shelf
shopping
shovel
spray starch
sponge
soap pad
sprinkle
stack
steam iron
steel wool
stove
straighten
sweeper
sweeper attachment

temperature control
thread
throw rug
towel

SUGGESTED VOCABULARY FOR GENERAL HOMEMAKING

dust
dust cloth
dust mop
dust pan

electrical outlet
empty
enamel
errand

floor
floor wax
fold
food
furniture
furniture polish
furniture wax

hand wash

inside
iron
ironing board

keep orderly

light fixture
litter bag
liquid

machine wash
mirror

neat
needle

outside

pan
pail

paint
paint brush
paint remover
paper basket
paper towel
paste and paper
pin
plant
polish
porch
powder
purex

rearrange furniture
refrigerator

sand paper
scour
scouring pad
scrub
shake rug
shelf
shopping
shovel
spray starch
sponge
soap pad
sprinkle
stack
steam iron
steel wool
stove
straighten
sweeper
sweeper attachment

temperature control
thread
throw rug
towel

vacuum
vacuum furniture
vacuum floor
varnish
vase

wall
wash
wash cloth
washer and dryer
water
water hose
wet mop
window cleaner
window shade
window sill

GARDENING AND YARD WORK

ADVANCED

ACTIVITIES	PROCEDURES
LEARNING: The Development of an Appreciation of Nature Through Gardening and Yard	
Review the identification and use of tools as presented in the primary and intermediate sections; such as,	Discuss the importance of keeping the yard clean fro standpoint of safety and beautification. Ask pupils to the yard or playground at school. Instruct them to re all leaves, dead grass, flowers, and trash of all kinds. A each pupil the task of yard cleaning for a task at home
Teaching pupils the routines of yard cleaning as, mowing	Discuss the dangers involved in using a lawn mower. the mower and demonstrate to the pupil how to use it. with the pupil that is using the mower. Mow the gra school with a push-mower or a power-mower. Assign pupils who are capable the task of mowing the at home if this meets with the parents approval.
Trimming	Explain that all grass cannot be cut with the mower, keep the yard looking neat, trimming of edges must by hand. Demonstrate to the pupil how to trim the grass the walks, flower beds, or wherever needed on the school Assign pupils to trim the grass wherever needed.
Teaching pupils the routines in the preparation of a seed bed	Talk with the pupils and create within them the desi plant a garden. Review the procedures presented in the pr and intermediate level. Teach pupils to clean all trash the garden area. Assign pupils to spade, dig, or use g tractor to dig ground up and then hoe and rake it to a and to pulverize the soil. Add fertilizer to soil. Permit the pupils to plant seeds or bulbs. Show the pupi correct spacing of rows and of seeds or plants within the Show the pupils the correct depth to cover seeds.
Teaching pupils identification of plants and of weeds	Visit the yard or garden and point out the various plants. different pictures of plants. Ask pupils to name each of them. Visit a greenhouse, nu or floral shop. Discuss what was observed. Teach the pupils the difference between weeds, flowers vegetables. Instruct pupils to hoe or plow vegetables.
Teaching the pupils the care and storage of tools	Instruct pupils to clean and oil tools and return them to storage space after they are used. Explain why tools shou clean and properly stored.

GARDENING AND YARD WORK

ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
ppreciation of Nature Through Gardening and Yard Work.	
cuss the importance of keeping the yard clean from the dpoint of safety and beautification. Ask pupils to clean yard or playground at school. Instruct them to remove leaves, dead grass, flowers, and trash of all kinds. Assign h pupil the task of yard cleaning for a task at home.	Any yard or garden tools available Rakes Hoes Shovel Wheelbarrow, cart, or wagon
cuss the dangers involved in using a lawn mower. Start mower and demonstrate to the pupil how to use it. Stay h the pupil that is using the mower. Mow the grass at ool with a push-mower or a power-mower.	Mower
ign pupils who are capable the task of mowing the grass ome if this meets with the parents approval.	
lain that all grass cannot be cut with the mower, but to p the yard looking neat, trimming of edges must be done hand. Demonstrate to the pupil how to trim the grass along walks, flower beds, or wherever needed on the school yard. ign pupils to trim the grass wherever needed.	Grass shears
k with the pupils and create within them the desire to nt a garden. Review the procedures presented in the primary intermediate level. Teach pupils to clean all trash from garden area. Assign pupils to spade, dig, or use garden tor to dig ground up and then hoe and rake it to a level to pulverize the soil. Add fertilizer to soil.	Rake Hoe Spade Garden tractor Wheelbarrow, cart, or wagon Fertilizer or barnyard manure
mit the pupils to plant seeds or bulbs. Show the pupils the rect spacing of rows and of seeds or plants within the row. w the pupils the correct depth to cover seeds.	Seeds Bulbs Plants
t the yard or garden and point out the various plants. Find erent pictures of plants.	Growing vegetables or flowers.
pupils to name each of them. Visit a greenhouse, nursery, loral shop. Discuss what was observed.	
ch the pupils the difference between weeds, flowers, and etables.	
ruct pupils to hoe or plow vegetables.	Hoe Plow, push type garden tiller
ruct pupils to clean and oil tools and return them to their rage space after they are used. Explain why tools should be an and properly stored.	Scraper Wire brush Water hose Storage space Oil

GARDENING AND YARD WORK

ADVANCED

ACTIVITIES	PROCEDURES
LEARNING: The Development of an Appreciation of Nature Through Gardening and Yard W	
Teaching pupils procedures in watering the yard and garden	Explain the use and storage of the hose. Stress safety in usin the hose. Teach the vocabulalry used in this section.

RESOURCES

MAGAZINES:

- **Flower and Garden**
- **The Home Garden**
- **Better Homes and Gardens**

SEED CATALOGS:

Park Seed Company, Greenwood, South Carolina 29646
Springhill Nurseries, Tipp City, Ohio 45371
Interstate Nurseries, 5129 East Street, Hamburg, Iowa 51640
Burpee Seed Company, Clinton, Iowa 52732
Henry Field Nursery Company, 104 Oak Street, Shenandoah, Iowa 51601
Stark Brothers Nursery, Box 2260, Louisiana, Missouri 63353

INSTRUCTIONAL MATERIALS:

Peabody Language Development Kit - Level I, American Guidance Service, Circle Pines,

SUGGESTED FIELD TRIPS:

- Local greenhouses
- Local nurseries
- Local floral shops

VOCABULARY FOR GARDENING AND YARD WOR

Beans
Bed
Bulbs
Carrots
Cover
Flowers
Fork
Garden Tiller
Gas
Hoe
Lawn Mower

Lettuce
Peas
Peppers
Plant
Plants
Potatoes
Pruner
Radishes
Rake
Ridge
Row

Seed
Set
Sets
Sho
Spa
Spri
Turn
Vege
Wat
Wee
Whe

GARDENING AND YARD WORK

ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
n Appreciation of Nature Through Gardening and Yard Work	**(continued).**
Explain the use and storage of the hose. Stress safety in using the hose.	Hose Sprinkling can
Teach the vocabulalry used in this section.	

RESOURCES

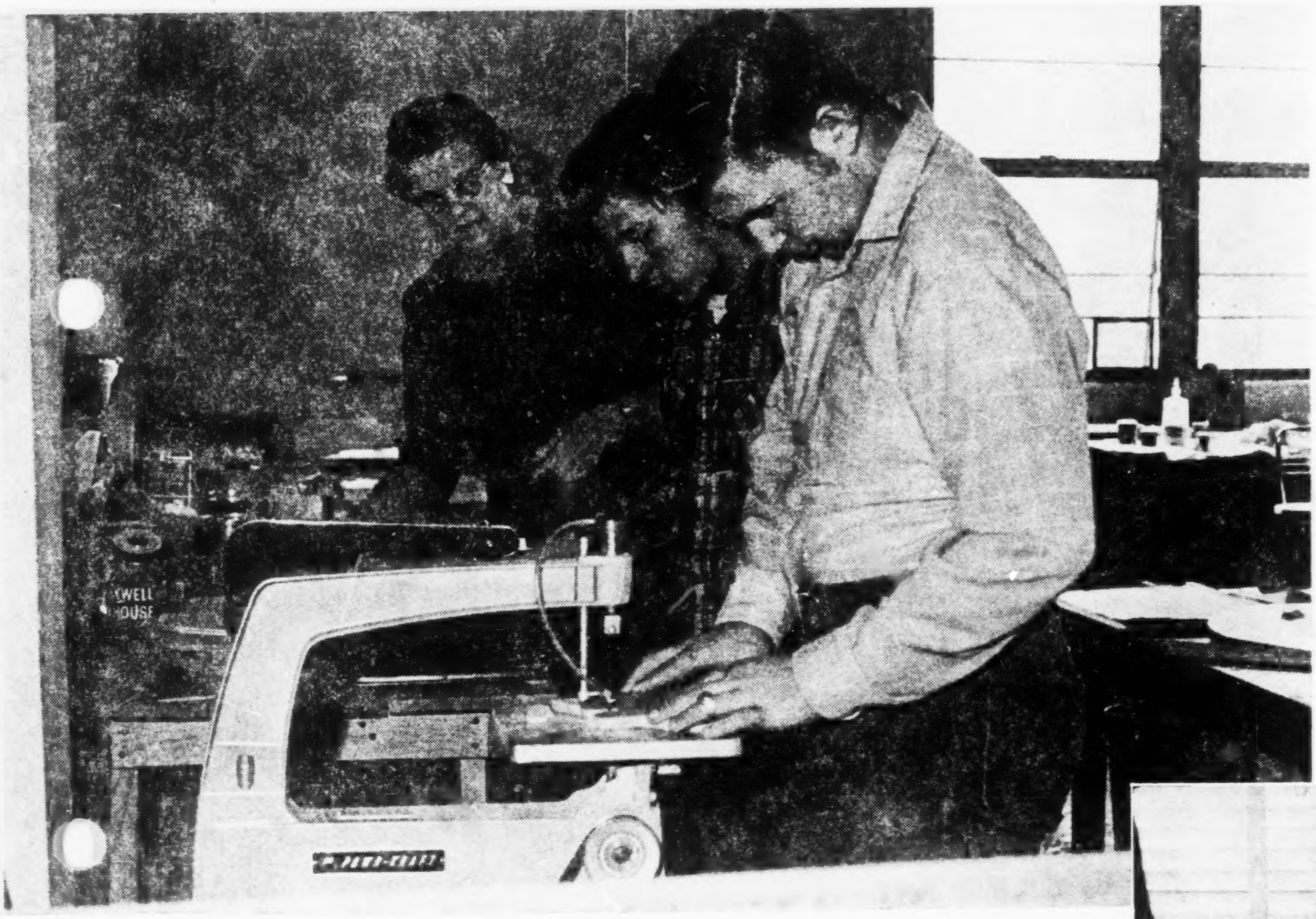
ood, South Carolina 29646
y, Ohio 45371
st Street, Hamburg, Iowa 51640
n, Iowa 52732
y, 104 Oak Street, Shenandoah, Iowa 51601
2260, Louisiana, Missouri 63353

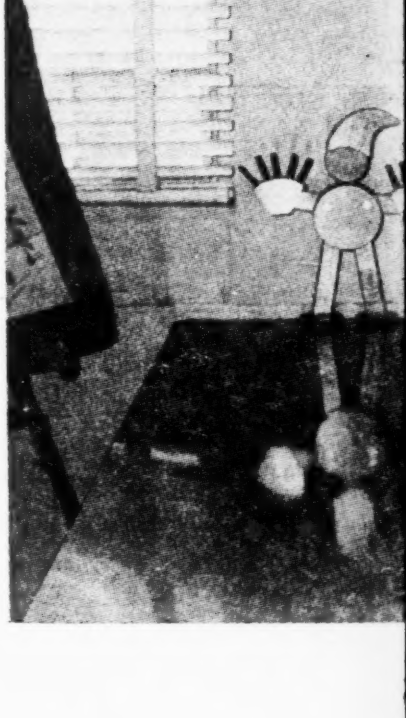
ent Kit - Level I, American Guidance Service, Circle Pines, Minnesota.

VOCABULARY FOR GARDENING AND YARD WORK

Lettuce
Peas
Peppers
Plant
Plants
Potatoes
Pruner
Radishes
Rake
Ridge
Row

Seeds
Set
Sets
Shovel
Spade
Sprinkler
Turnips
Vegetable
Water can
Weed
Wheelbarrow



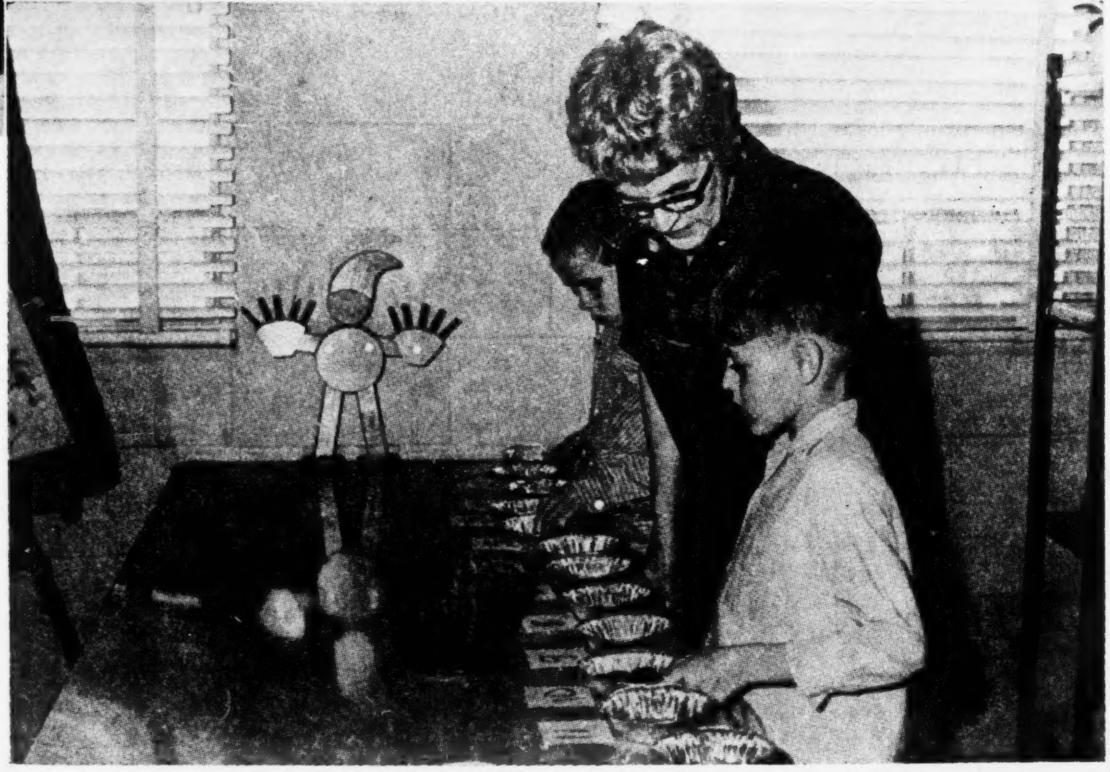


AREA X VOCATIONAL PREPARATION

COMMITTEE

CHAIRMAN:	Violet Ranum	North Kansas City
MEMBERS:	Mildred Gunter	Kansas City
	Gene Lewis	St. Joseph
	Jack Murdoch	Kansas City

X



EPARATION

North Kansas City
...... Kansas City
.... St. Joseph
...... Kansas City

VOCATIONAL PREPARATION

INTRODUCTION

A trainable mentally retarded child is generally regarded as being one whose app
him to respond to traditional methods of academic education. However, this child does h
develop good personal habits, and, in many instances, to make a marginal adjustment
vironment. The basic goal of any trainable program, then, should be to assist these chi
in these areas.

The trainable mentally retarded young adult, like other individuals, should be p
capabilities. He needs, and has the right to, happiness and a feeling of importance with
to the best of his ability. He needs to develop an awareness of himself and his relations
faction in the environment in which he finds himself, where society will accept and u

It is probably true that only a few will be able to take their places in competitive
workshops. Thus, with a meaningful pre-vocational training and a workshop emphasis
planned adult workshop program, which has been established in Missouri, these people
fying adult lives.

The concepts that a child develops from the time he is born are building toward
care of himself. The less he develops, the more help he requires. The more he develo
day we get a child in school preparing him in self-help skills. Proper attitudes, acce
develop daily. Listed here are some physical, social, and vocational aspects of the indivi
our curriculum.

PHYSICAL ASPECTS

Eye-Hand-Foot Coordination
Hand-Eye Coordination
Decision Making
Tolerance
Finger Dexterity
Manual Dexterity
Manipulative Ability
Motor Coordination
Spatial Judgment

SOCIAL ASPECTS

Decision Making
Social Adjustment
Interest Level
Self-Evaluation
Ability to Accept Criticism

To avoid too much repetition of learnings covered in the other areas, this com
ings into three main areas. These areas are:

1. Reinforcement of relevant and functional academics.
2. Personal habits and attitudes.
3. Job skills.

The committee has gone into greater detail on the job skill category, as many h
in this guide. The job skills should be worked into a meaningful pre-vocational traini

Workshop emphasis in a situational setting in which the job task approach is uti
simulates a sampling of the actual operations that are carried on in a sheltered works
success in a workshop are emphasized; such as,

VOCATIONAL PREPARATION

INTRODUCTION

child is generally regarded as being one whose apparent level of attainment makes it unlikely for ds of academic education. However, this child does have the capacity to learn to live cooperatively, in many instances, to make a marginal adjustment socially and economically in a sheltered en- ainable program, then, should be to assist these children in achieving their maximum potentials

ded young adult, like other individuals, should be prepared to live in society to the extent of his right to, happiness and a feeling of importance with independence. He has the right to be trained o develop an awareness of himself and his relationship to others in learning to live with satis- h he finds himself, where society will accept and understand him.

a few will be able to take their places in competitive industry, but many will achieve in sheltered il pre-vocational training and a workshop emphasis program during the school years and a which has been established in Missouri, these people will find it possible to live useful and satis-

elops from the time he is born are building toward preparation of living on his own and taking ps, the more help he requires. The more he develops, the less help is required. We begin the ring him in self-help skills. Proper attitudes, acceptable behavior, and socialization hopefully physical, social, and vocational aspects of the individual that are developed in the many areas of

CTS

SOCIAL ASPECTS

Decision Making
Social Adjustment
Interest Level
Self-Evaluation
Ability to Accept Criticism

VOCATIONAL ASPECTS

Verbal Instruction
Demonstrative Instruction
Mental Capacity
Work Responsibility
Work Habits
Safety Awareness and Practice
Performance on Job
Adjustment to Repetitive Work
Perseverance
Economy of Time

n of learnings covered in the other areas, this committee divided the necessary vocational learn- eas are:

and functional academics.
les.

greater detail on the job skill category, as many helps on the other two can be found elsewhere be worked into a meaningful pre-vocational training and a workshop emphasis program.

ational setting in which the job task approach is utilized. The trainee is exposed to work which operations that are carried on in a sheltered workshop while habits and attitudes necessary for ed; such as,

1. Personal appearance
    a. Appropriate work dress.
    b. Personal cleanliness.
    c. Health habits.
    d. Adjustment to self-handicaps.
2. Punctuality and time economy
    a. Starting work on time.
    b. Regular attendance.
    c. Steadiness of work.
    d. Work done on time.
    e. Organization of work method.
3. Motivation
    a. Eagerness to work.
    b. Attitude toward work.
    c. Ability to see things to be done.
    d. Willingness to work steadily.
4. Direction
    a. Willingness
    b. Ability to se
    c. Willingness
5. Adjustment
    a. Ability to ge
    b. Ability to ge
    c. Ability to ad
    d. Ability to ad
6. Interpersonal r
    a. Acceptable p
    b. Acceptable s
    c. Social respo
    d. Feeling of p
    e. Realistic asp

A plan like the one outlined here as the Vocational Preparation section of the cu
training, particular work habits, worker attitudes, and motivation from the day a trainab
of the pupil's school life should find more time scheduled daily toward this training. At
short and twenty to thirty minutes would probably be as long a session as would be p
At the intermediate level, the pupil's age and the length of attention have increased
ment to longer work periods and fewer recesses. Some responsibility for job assignment
sixteen, the young adults should be ready for two hours of workshop emphasis with one
physical stamina by the worker, it is necessary to stress good health habits always, and
at all ages.

It is recommended that pre-vocational evaluation techniques be utilized to appraise
adjustment, personal grooming, attention span, ability to travel, use of hand tools, use
criticism, reading safety signs, punching time card, self control, work tolerance, and man

A sample work habit rating sheet is included at the end of this section. If used
help the supervisor determine special needs. It is the responsibility of the workshop in
young adult aware of his occupational potential, aptitudes, and abilities. The instructor
individual's development.

One problem that many workshop directors have expressed concerning the trainab
activities must be changed suddenly. Rush jobs may come in; or supplies needed on a ta
should help the child to adjust to necessary changes without a great amount of explanat
this, but additional changes in daily routine should be practiced. Daily and weekly room
become accustomed to changing from workshop tasks in order to do necessary home-ma
duties, window washing, etc. The older boys can be very capable helpers around the build
Chairs and tables need to be set up. Heavy lifing occurs frequently. School grounds need

Lack of maturation is another common problem. In some cases this is very diffic
given by

1. Treating these young adults as adults
    a. Never talk down to them
    b. Discuss plans of a new undertaking
    c. Give praise for a fine performance
    d. Remind them that they are grown and must act so

Don't expect the same maturation from the sixteen year old adult as from the twe ess.

andicaps.

onomy
e.

method.

k.
to be done.
steadily.

4. Direction
    a. Willingness to follow directions.
    b. Ability to self direct.
    c. Willingness to accept correction.
5. Adjustment
    a. Ability to get along with adults.
    b. Ability to get along with co-workers.
    c. Ability to adjust to new assignments.
    d. Ability to adjust to work environment.
6. Interpersonal reactions
    a. Acceptable personality.
    b. Acceptable social behavior.
    c. Social responsibility.
    d. Feeling of personal worth.
    e. Realistic aspirational level.

ined here as the Vocational Preparation section of the curriculum would stress personal adjustment
, worker attitudes, and motivation from the day a trainable pupil enters school. Each continuing year
find more time scheduled daily toward this training. At primary level, the attention span is very
utes would probably be as long a session as would be profitably spent in the area of work skills.
pupil's age and the length of attention have increased considerably. Room schedules need adjust-
d fewer recesses. Some responsibility for job assignment by the pupil can be expected. By the age of
d be ready for two hours of workshop emphasis with one short break at half time. As this requires
, it is necessary to stress good health habits always, and practice a good physical education program

re-vocational evaluation techniques be utilized to appraise characteristics such as personal and social
attention span, ability to travel, use of hand tools, use of phone, eating habits, ability to accept
punching time card, self control, work tolerance, and many other items.

ting sheet is included at the end of this section. If used at regular intervals, this evaluation should
special needs. It is the responsibility of the workshop instructor to guide, assist, and to make the
pational potential, aptitudes, and abilities. The instructor should gear his efforts to the level of each

workshop directors have expressed concerning the trainable adult is the difficulty encountered when
denly. Rush jobs may come in; or supplies needed on a task may not arrive. The teachers at all levels
to necessary changes without a great amount of explanation, talk, or time. Fire drills would demand
daily routine should be practiced. Daily and weekly room duties should be rotated. Older girls should
from workshop tasks in order to do necessary home-making activities. This would include cafeteria
e older boys can be very capable helpers around the building, and learn to do the tasks upon request.
t up. Heavy lifing occurs frequently. School grounds need to be cleaned up.

other common problem. In some cases this is very difficult to accomplish. Some assistance can be

adults as adults
them
new undertaking
ne performance
hey are grown and must act so
aturation from the sixteen year old adult as from the twenty year old.

VOCATIONAL PREPARATION

GENERAL AIMS

1. To gain the concept of self help.
2. To develop acceptable social habits.
3. To develop ability to get along well with others.
4. To initiate good work habits.
5. To learn to complete tasks once begun.
6. To learn to follow directions.
7. To learn identification and purpose of most common tools.

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Reinforcement of Relevant Functional Academics - Writing.	
Recognizing own name and names of classmates	See Area VIII - Functional Academics, for sequential steps for handwriting, numbers, and reading on primary level.
Becoming aware of size and shapes of letters	
LEARNINGS: Reinforcement of Relevant Functional Academics - Reading	
Identifying belongings	See Area VIII - Functional Academics
Recognizing safety signs	
LEARNINGS: Number Concept	
Developing understanding of numbers through learning concept not rote alone	Count pupils. Count girls, count boys.
LEARNINGS: Concept of Size	
Imprinting hands in clay	Provide clay. Ask each pupil to imprint his hands. Mark with pupil's name so each can refit his own.
Measuring each pupil	Keep a chart showing each pupil's height and weight. Play "Can you fit there?" and have each pupil do such things as crawl under the table, etc.
Weighing each pupil	
Comparing size of two children	Ask each pupil to reach, jump, etc. Measure the distance.

VOCATIONAL PREPARATION

GENERAL AIMS

ept of self help.
table social habits.
y to get along well with others.
work habits.
plete tasks once begun.
w directions.
cation and purpose of most common tools.

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
nt Functional Academics - Writing.	
Area VIII - Functional Academics, for sequential steps handwriting, numbers, and reading on primary level.	
nt Functional Academics - Reading	
Area VIII - Functional Academics	
int pupils. Count girls, count boys.	Filmstrip: "Mr. Clown" State Department of Education Educational Teaching Aids: Number Sorting Trays Peg Numbers Value Books Primary Counting Kit Daigger & Company, Chicago, Illinois
vide clay. Ask each pupil to imprint his hands.	Clay, cardboard, or boxes
rk with pupil's name so each can refit his own.	
p a chart showing each pupil's height and weight. Play n you fit there?" and have each pupil do such things as wl under the table, etc.	Yard stick, scales, tape measure, and cardboard.
each pupil to reach, jump, etc. Measure the distance.	

VOCATIONAL PREPARATION

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Concept of Size (continued)	
Comparing size of blocks, other objects and cardboard shapes	Teach pupils to sort objects according to size and sh these items for individual desk work.
Vocabulary	Big - little, large - small, tall - short.
LEARNINGS: Understanding Measurements	
Teaching use and understanding of vocabulary for measurement; such as,	Measure liquid and solid materials in various sizes and glasses. Have pupils pour from a pitcher to var cups and glasses. Teach the concept of cup and 1/2
Cup	
Full - empty All - none Few - many Big - little	Use stories, films, filmstrips, and life situations t concepts of differences in size or quantity.
Tablespoon Teaspoon	Demonstrate measurement with tablespoon and teasp spoons to measure salt.
	Permit pupils to practice all measurements learned.
Dozen Half-dozen	Fill egg cartons with beads, spools, and small items pupils to count out by dozen and half-dozen.
LEARNINGS: Developing Good Personal Habits and Attitudes of Self Care	
Developing habits, as,	
Toilet habits	See Area V - Self Care and Personal Health
Cleanliness - neatness	See Area V
LEARNINGS: Developing Good Personal Habits and Attitudes of Behavior	
Teaching:	
Self Discipline	See Area VI Interpersonal Relations
Following directions	See Area VI
Listening	See Area VI
Working independently	See Area VI

VOCATIONAL PREPARATION
PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
inued)	
Teach pupils to sort objects according to size and shape. Use these items for individual desk work.	Creative Playthings using graded sizes. Relative size sets, graded circles, squares, triangles, and rectangles. Work sheets
Big - little, large - small, tall - short.	
irements	
Measure liquid and solid materials in various sizes of cups and glasses. Have pupils pour from a pitcher to various size cups and glasses. Teach the concept of cup and 1/2 cup.	T.V. Video Tape: **"Jack the Giant"** Department of Education Water, pitcher, cups, glasses, and sand Sand, cups, bowls, and paper
Use stories, films, filmstrips, and life situations to develop concepts of differences in size or quantity.	
Demonstrate measurement with tablespoon and teaspoon. Use spoons to measure salt.	Spoons and salt
Permit pupils to practice all measurements learned.	
Fill egg cartons with beads, spools, and small items. Instruct pupils to count out by dozen and half-dozen.	Egg cartons, beads, and spools
rsonal Habits and Attitudes of Self Care	
See Area V - Self Care and Personal Health	
See Area V	
rsonal Habits and Attitudes of Behavior	
See Area VI Interpersonal Relations	
See Area VI	
See Area VI	
See Area VI	

VOCATIONAL PREPARATION

PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Learning to Sort By Color	
Teaching:	Use one or more of the educational toys on the market whic emphasizes color. Use color matchettes, either purchased o made.
	Instruct pupils as follows:
Name of colors red, yellow, and green Matching colors. String beads according to color, form, etc.	First, pick out one red bead, one yellow bead, and one gree bead. Then string red bead first, then yellow, then gree Repeat. Next string two red beads, two yellow beads, an two green beads. Repeat and increase the number of bead On pegs, make one row red, make the next row yellow, an the next row green. Increase as the pupils are able.
LEARNINGS: Learning to Sort by Texture and Design	
	Provide remnants of cloth cut into 4 by 4 inch pieces o smaller. Use rough or smooth textured materials. Ask pupil to sort the material by texture and by design.
Directed bead lacing	Instruct pupils to string beads to a certain design.
LEARNINGS: Learning to Sort By Shape and Identification	
Identifying animals	Use Lotto games to assist in identifying animals, fruits, etc Identify animals seen often. Identify those which are un familiar to the pupil. Teach the pupil the name of each Permit pupils to name each animal.
Identifying fruit	Use the same procedure.
LEARNINGS: Packaging	
Establishment of simple concepts of 1-2-3-4-5 by use of the flannel board as aid	Teach the pupil to follow directions; such as, placing the thre birds in a box to store. Provide many opportunities to chec concept and ability to package a given number of things in given way.
Teaching gift wrapping on special days; such as, Christmas, Easter, and Mother's Day	Provide opportunities for very simple gift wrapping tied wit a pretty ribbon. Also, fold down the top of a sack which ha been decorated, or place a gift in the center of a large piec of paper and gather the edges of the paper and bring togethe at the top with a pretty bow.

VOCATIONAL PREPARATION

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
lor	
se one or more of the educational toys on the market which mphasizes color. Use color matchettes, either purchased or ade.	Educational toys on yearly supply list and other lists; such as, "Cubical Counting Blocks" by Hoover
struct pupils as follows:	
irst, pick out one red bead, one yellow bead, and one green ead. Then string red bead first, then yellow, then green. epeat. Next string two red beads, two yellow beads, and o green beads. Repeat and increase the number of beads. n pegs, make one row red, make the next row yellow, and e next row green. Increase as the pupils are able.	"Go Together Lotto" by U.S. Toy "Snap 'N Match Beads" by U.S. Toy Sorting Box Combination for Color and Counting" by U.S. Toy Peg Board and Pegs by Hoover
ture and Design	
rovide remnants of cloth cut into 4 by 4 inch pieces or naller. Use rough or smooth textured materials. Ask pupils sort the material by texture and by design.	Form Board by Playskool Coordination Board by Hoover Work Bench by Playskool
struct pupils to string beads to a certain design.	Bead Laces and Wooden Jumbo Beads by U.S. Toy
ape and Identification	
se Lotto games to assist in identifying animals, fruits, etc. lentify animals seen often. Identify those which are un- miliar to the pupil. Teach the pupil the name of each. ermit pupils to name each animal.	Nuts 'N Bolts by U.S. Toy Wooden Colored Beads by Hoover Peg and Shape Sort Beads by U.S. Toy
se the same procedure.	
each the pupil to follow directions; such as, placing the three rds in a box to store. Provide many opportunities to check ncept and ability to package a given number of things in a iven way.	Flannel board and aids; such as, apples, birds, etc. Some educational materials: Inset Cylinders (Graded in Height and Diameter) by Creative Playthings
rovide opportunities for very simple gift wrapping tied with pretty ribbon. Also, fold down the top of a sack which has een decorated, or place a gift in the center of a large piece paper and gather the edges of the paper and bring together the top with a pretty bow.	Dominoes, blocks, parquetry blocks, paper bags, wrapping paper (tissue paper is good), and ribbon

VOCATIONAL PREPARATION
PRIMARY

ACTIVITIES	PROCEDURES
LEARNINGS: Tying	
Transferring learning to tying shoes or apron strings	Motivate learning to tie shoes by suggesting the need for changing into bowling shoes.
	Permit pupils to practice on purchased shoe typing equipment, then to transfer to his own shoe.
LEARNINGS: Assembling	
Teaching assembling of puzzles	Teach pupils to follow basic rules; such as, If a pupil takes his puzzle apart, it must be put back together before it is put back on the shelf. Ask for help if necessary. Have a definite place for puzzles. The tacher should note which puzzle each pupil can complete. Encourage the pupil to advance to more difficult ones.
LEARNINGS: Sewing	
Teaching lacing of different types for craft articles, either home made or purchased as,	Use simple comb cases where gimp is the needle and thread to be put through and pulled.
	Give pupils opportunity to practice.
Sewing cards	Stress the hand-eye coordination needed for sewing cards and string beads.
Stringing beads	Give pupils opportunity to practice.
LEARNINGS: Janitorial Work	
Preparing for juice or milk break and cleaning up after the break	Provide a schedule for a juice or a milk break. Have pupils check cleanliness of table.
	Assign jobs daily. Use a picture of a chore to help pupils read. Use a picture of a table and sponge for getting ready. Show pictures of cups, count them and set the table. Show a picture of a waste basket for clean-up time.
Teaching the safe method of moving objects and furniture	Move chairs from one classroom to another. Take the chair by the back and carry it in front of the body being sure that the chair legs do not hit others. Teach pupils to do this quietly.

VOCATIONAL PREPARATION
PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
otivate learning to tie shoes by suggesting the need for hanging into bowling shoes.	Real shoe or purchase shoe tying equipment. See Area V
ermit pupils to practice on purchased shoe typing equipment, hen to transfer to his own shoe.	Self Care and Personal Health
each pupils to follow basic rules; such as, If a pupil takes is puzzle apart, it must be put back together before it is ut back on the shelf. Ask for help if necessary. Have a defi- ite place for puzzles. The tacher should note which puzzle ach pupil can complete. Encourage the pupil to advance to ore difficult ones.	Puzzles
se simple comb cases where gimp is the needle and thread o be put through and pulled.	Leather comb cases Pyrolace craftstrip lacing
ive pupils opportunity to practice.	
tress the hand-eye coordination needed for sewing cards and tring beads.	Sewing cards Beads and lacing
ive pupils opportunity to practice.	
rovide a schedule for a juice or a milk break. Have pupils heck cleanliness of table.	
ssign jobs daily. Use a picture of a chore to help pupils read. se a picture of a table and sponge for getting ready. Show ictures of cups, count them and set the table. Show a picture f a waste basket for clean-up time.	Sponge, small bucket, paper cups, waste basket
ove chairs from one classroom to another. Take the chair y the back and carry it in front of the body being sure that he chair legs do not hit others. Teach pupils to do this quietly.	Classroom chairs

VOCATIONAL PREPARATIO̲N

PRIMARY

LEARNINGS: Learn Use and Care of Tools and Safe Methods of Handling Tools in a

ACTIVITIES	PROCEDURES
Teaching the name and use of each tool	Provide a specific place for each tool. Teach its function. See that each tool is returned to the pr

LEARNINGS: Learn Correct Behavior While Being Transported

ACTIVITIES	PROCEDURES
Teaching correct behavior on the bus in many situations; such as, the daily ride to and from school, and the ride on trips	Discuss problems of behavior with the class and ag tain regulations; such as, 1. Be seated immediately — in seat specified. 2. Do not stand or move about while bus is movi 3. Don't bother anyone by touching them. 4. Don't touch windows or doors. 5. Get off as rapidly as possible and move away fro 6. Follow the directions of the driver. 7. Speak only in a conversational tone.
Teaching the correct behavior on public transportation	Follow the above rules. Have fare ready when boardi
	Teach the vocabulary used in this section.

VOCATIONAL PREPARATION

PRIMARY

PROCEDURES	MATERIALS & EQUIPMENT
ls and Safe Methods of Handling Tools in a Primary Room	
de a specific place for each tool. Teach its name and ion. See that each tool is returned to the proper place.	Pencils Filmstrip: "How to Use Tools" State Department of Education Nuts and bolts for finger dexterity Playskool Work Bench Hammer, pliers, screwdriver
hile Being Transported	
ss problems of behavior with the class and agree on cer- egulations; such as, seated immediately — in seat specified. not stand or move about while bus is moving. n't bother anyone by touching them. n't touch windows or doors. off as rapidly as possible and move away from the bus. llow the directions of the driver. ak only in a conversational tone.	School bus Filmstrip: "School Bus Safety" McGraw Hill Book Company
v the above rules. Have fare ready when boarding the bus.	
the vocabulary used in this section.	

VOCATIONAL PREPARATION

GENERAL AIMS

1. To advance all primary aims.
2. To realize responsibility of job assignments.
3. To learn to use production line system (team work).
4. To develop ability to leave one activity and pick up another with t planation, talk, or time.
5. To learn functional academic skills as applied to workshop situation.
6. To handle and use tools needed in workshop job skills.

INTERMEDIATE

LEARNINGS: Reinforcement of Functional Academics — Writing

ACTIVITIES	PROCEDURES
Teaching pupils to write their addresses and phone number. Also teaching them different forms of writing; such as, Manuscript Cursive	See Area VIII — Functional Academics — Intermediat

LEARNINGS: Reinforcement of Functional Academics — Reading

ACTIVITIES	PROCEDURES
Teaching pupils to read safety signs	Use role playing to learn and heed common safety signs duce more traffic signs into the classroom; such as, Sto Caution, and Danger.
Teaching pupils to read signs related to the community	Teach understanding and use of exit and entrance sign trips around the community to observe these signs.
Developing understanding of signs used in daily living; such as, Boys, Girls, Men, Ladies, designation on bathrooms.	Ask pupils to give the meaning expressed on the sig Make flash cards. Label everything in the room. Us such as, Push, Pull, Exit, Entrance, etc.

LEARNINGS: Learning to Count by Groupings of Two, Five, and Ten

ACTIVITIES	PROCEDURES
Increasing pupil's ability in counting by twos, fives, and tens	Provide bottle caps, buttons, or pegs. Instruct pupils each kind in piles of two, of five, or of ten. Repeat.

VOCATIONAL PREPARATION

GENERAL AIMS

ll primary aims.
sponsibility of job assignments.
ıse production line system (team work).
bility to leave one activity and pick up another with the least amount of ex-
k, or time.
tional academic skills as applied to workshop situation.
d use tools needed in workshop job skills.

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
nctional Academics — Writing	
See Area VIII — Functional Academics — Intermediate	
nctional Academics — Reading	
Use role playing to learn and heed common safety signs. Introduce more traffic signs into the classroom; such as, Stop, Slow, Caution, and Danger.	Home made or commercial signs
Teach understanding and use of exit and entrance signs. Take trips around the community to observe these signs.	Filmstrips
Ask pupils to give the meaning expressed on the sign.	Filmstrips: “Wasp Filmstrips of Survival Words” by Wasp, Pleasantville, New York
Make flash cards. Label everything in the room. Use signs; such as, Push, Pull, Exit, Entrance, etc.	Reading Readiness and Picture Stories for Reading Readiness by Eye Gate House, Inc.
y Groupings of Two, Five, and Ten	
Provide bottle caps, buttons, or pegs. Instruct pupils to put each kind in piles of two, of five, or of ten. Repeat.	T.V. Video Tape: “Mr. Clown” Many items found in room can be counted; such as, pegs, buttons, pennies, or bottle caps.

VOCATIONAL PREPARATION

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Learning to Measure Inches, Feet, and Yards	
Measuring materials for craft projects	Measure and make many items; such as, a pin wheel made of paper 6 inches by 6 inches, placemats made of burlap 2 feet long by 1 foot wide, rugs 2 feet wide by 2 yards long.
	Permit pupils to measure various items around the room.
Measuring distances for physical events	Ask pupils to assist in measuring off for 50 yard runs. Have tryouts.
LEARNINGS: Learning to Measure Pint, Quart, and Gallon	
Demonstrating liquid measurement	Bring in container (labeled) and demonstrate how two pints make a quart and four quarts make a gallon.
	Ask the pupils to make up simple problems as:
Making up simple problems	Which is more, three quarts or 1 gallon? Prove. What does one buy in a pint? Quart? Gallon? Discuss and demonstrate.
LEARNINGS: Learning to Measure Parts; such as, Half	
Demonstrating division into parts	Divide apples, candy bars, etc., into parts. Discuss items that can be easily divided.
LEARNINGS: Learning to Measure Weight and Quantity	
Demonstrating differences between heavy and light, more and less	Use these words often and encourage pupils to make a decision as to which pupil has more or less of any substance.
	When carrying objects, discuss heavy or light.
	Weigh items and guide pupils into stating the difference, using the correct vocabulary.
LEARNINGS: Learning to Measure Distance	
Teaching the difference between "near" and "far"	Take a class trip. Discuss distances. Discuss near or far. Also, discuss distance in relation to where pupils live.
LEARNINGS: Telling Time — Half Hour (5 through 25)	
Teach telling time	Review counting by five. Check on ability to count and recognize numbers to 12 on the clock dial. Present hour hand colored red. With only the hour hand colored red, place it in various spots on the dial. Present minute hand colored blue. Clear position of hands for hour and half past.

VOCATIONAL PREPARATION
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
easure Inches, Feet, and Yards	
Measure and make many items; such as, a pin wheel made of paper 6 inches by 6 inches, placemats made of burlap 2 feet long by 1 foot wide, rugs 2 feet wide by 2 yards long. Permit pupils to measure various items around the room. Ask pupils to assist in measuring off for 50 yard runs. Have tryouts.	Rulers, yardsticks, tape measures. Filmstrip: "I Can Count" State Department of Education "Seeing the Use of Numbers" by Eye Gate House
easure Pint, Quart, and Gallon	
Bring in container (labeled) and demonstrate how two pints make a quart and four quarts make a gallon.	Pint container Quart container Gallon container
Ask the pupils to make up simple problems as: Which is more, three quarts or 1 gallon? Prove. What does one buy in a pint? Quart? Gallon? Discuss and demonstrate.	
easure Parts; such as, Half	
Divide apples, candy bars, etc., into parts. Discuss items that can be easily divided.	
easure Weight and Quantity	
Use these words often and encourage pupils to make a decision as to which pupil has more or less of any substance. When carrying objects, discuss heavy or light. Weigh items and guide pupils into stating the difference, using the correct vocabulary.	
easure Distance	
Take a class trip. Discuss distances. Discuss near or far. Also, discuss distance in relation to where pupils live.	
- Half Hour (5 through 25)	
Review counting by five. Check on ability to count and recognize numbers to 12 on the clock dial. Present hour hand colored red. With only the hour hand colored red, place it in various spots on the dial. Present minute hand colored blue. Clear position of hands for hour and half past.	Manual - Time and Telling Time by Wiley, Bertha Mae, Resoure library

VOCATIONAL PREPARATION

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Telling Time — Half Hour (5 through 25) (continued)	
Teach "after" the hour	Tape hands together to avoid confusion. Show that if minu hand points to 1, it is five minutes after the hour. Go throug 10 after, 15 after, 20 after, and 25 after.
Teach "before" the hour	Begin at the 11 or on the left, and learn 5 before, 10 befo 15 before, 20 before, and 25 before. After the pupils have reviewed these procedures, free the han of the clock so that the next steps in teaching to tell time c be followed.
LEARNINGS: Money	
Identifying coins - pennies, nickels, dimes, and quarters	Provide real money. Permit pupils to observe and feel coi calling attention to differences in size and color. Use ma games and much drill for correct identification. Drill.
Using coins in concrete situations	Use lunch money for a spending experience. As pupils arri or shortly after school begins, have each come up and cou lunch money. Set up a store, decide on what is to be boug the cost, and what coins will be necessary. Walk to a neighbo hood store and make simple purchases. Ask for parents' c operation, by having parents assist pupil in determining t amount of money needed for lunch.
LEARNINGS: Personal Habits and Attitudes — Self Care	
Teaching the pupil to increase and become independently responsible for self-help skills	Use filmstrips, films, and T.V. video tapes. Give experien in use and care of toilet, dressing and undressing, adjusti clothing, washing hands and face, brushing teeth, wiping no cleaning nails, grooming hair. Provide a place for hangi clothing and grooming. Arrange visits to the beauty shop, parties, and dress-up days.
Teaching pupils proper dress	Arrange for hikes and trips requiring sports clothing or rou wear. Discuss appropriate dress for different occasions. Prese pictures showing different clothing. Ask pupils to name t occasion where such clothing would be appropriate.

VOCATIONAL PREPARATION

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
Half Hour (5 through 25) (continued)	
Tape hands together to avoid confusion. Show that if minute hand points to 1, it is five minutes after the hour. Go through 10 after, 15 after, 20 after, and 25 after.	
Begin at the 11 or on the left, and learn 5 before, 10 before, 15 before, 20 before, and 25 before.	
After the pupils have reviewed these procedures, free the hands of the clock so that the next steps in teaching to tell time can be followed.	
Provide real money. Permit pupils to observe and feel coins, calling attention to differences in size and color. Use many games and much drill for correct identification. Drill.	A quantity of coins
Use lunch money for a spending experience. As pupils arrive or shortly after school begins, have each come up and count lunch money. Set up a store, decide on what is to be bought, the cost, and what coins will be necessary. Walk to a neighborhood store and make simple purchases. Ask for parents' cooperation, by having parents assist pupil in determining the amount of money needed for lunch.	Money - Level 1 and 2 Continental Press Ask parents to give pupil an allowance and supervise his spending.
s and Attitudes — Self Care	
Use filmstrips, films, and T.V. video tapes. Give experience in use and care of toilet, dressing and undressing, adjusting clothing, washing hands and face, brushing teeth, wiping nose, cleaning nails, grooming hair. Provide a place for hanging clothing and grooming. Arrange visits to the beauty shop, for parties, and dress-up days.	Filmstrips: "Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent" Personal Talk, Harris County Center for the Retarded, Inc., 3550 West Dallas, Houston, Texas 77019 T.V. Video Tapes: "Talking Teeth" State Department of Education
Arrange for hikes and trips requiring sports clothing or rough wear. Discuss appropriate dress for different occasions. Present pictures showing different clothing. Ask pupils to name the occasion where such clothing would be appropriate.	Filmstrip: "Clothing" State Department of Education T.V. Video Tapes: "Happy and Nappy" "Neat Guy" "Neat Girl" State Department of Education

VOCATIONAL PREPARATION

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Personal Habits and Attitudes — Behavior	
Teaching the importance of self discipline. Teach the importance of minding one's own business and getting along with people.	Teach pupils to respect persons with whom they come in contact; such as, aids, specialists, volunteers, and all authority figures. Teach pupils to continue work in spite of interruptions; such as, visitations from parents and onlookers. Curtail cuteness and baby ways. Insist on maintenance of the most mature behavior of which the pupil is capable.
Teaching proper boy - girl relationships. Provide activities in play and work together.	Get home, parents, community involved. Counsel with parents. Suppress romance. Organize clubs and groups to give parties not only in school but in homes. Teach that affection is for the family and should be shown in private. Practice giving pleasant verbal greeting with no kissing or touching other than a hand shake for boys.
Using team work in teaching pupils to work together. Form committees to work on projects.	Use projects; such as, a mural for the room, sandbox display, etc. Hold each pupil responsible for one step in the project.
Forming an assembly line to set up for efficiency	
LEARNINGS: Following Directions. Understand Job Directions (Listening and Recalling).	
Teaching the machine stitch - a simple straight stitch	Have a good planning session before beginning every job. Be sure that the attention of all is on the job at hand. Demonstrate - a hem must be turned under.
Repeating demonstrations	First press or pin down ½ inch. Turn this over again. Pin down. Thread needle and baste. Then stitch on machine. Use this stitch in hemming towels for mother, etc. Permit pupil to hem a towel.
Teaching threading the bobbin	When bobbin runs out of thread, teach the pupil to ask for help rather than sit and wait or bother other controls on the machine. Teach the procedure for threading the bobbin.
LEARNINGS: Sorting By Color	
Sorting colored squares	Place squares of one color across the top row of counter. Make the next row a different color. Continue until the counter is covered, making 50. Have one counter for each worker. Put a supply of mixed colored squares on the table. When the board is covered as per instructions, give the worker credit

VOCATIONAL PREPARATION
INTERMEDIATE
PROCEDURES

nd Attitudes — Behavior

Teach pupils to respect persons with whom they come in contact; such as, aids, specialists, volunteers, and all authority figures. Teach pupils to continue work in spite of interruptions; such as, visitations from parents and onlookers. Curtail cuteness and baby ways. Insist on maintenance of the most mature behavior of which the pupil is capable.

Get home, parents, community involved. Counsel with parents. Suppress romance. Organize clubs and groups to give parties not only in school but in homes. Teach that affection is for the family and should be shown in private. Practice giving pleasant verbal greeting with no kissing or touching other than a hand shake for boys.

Use projects; such as, a mural for the room, sandbox display, etc. Hold each pupil responsible for one step in the project.

ons. Understand Job Directions (Listening and Recalling).

Have a good planning session before beginning every job. Be sure that the attention of all is on the job at hand. Demonstrate - a hem must be turned under.

First press or pin down ½ inch. Turn this over again. Pin down. Thread needle and baste. Then stitch on machine. Use this stitch in hemming towels for mother, etc.

Permit pupil to hem a towel.

When bobbin runs out of thread, teach the pupil to ask for help rather than sit and wait or bother other controls on the machine. Teach the procedure for threading the bobbin.

Place squares of one color across the top row of counter. Make the next row a different color. Continue until the counter is covered, making 50. Have one counter for each worker. Put a supply of mixed colored squares on the table. When the board is covered as per instructions, give the worker credit

MATERIALS & EQUIPMENT

Filmstrip: "Living Together in School" McGraw Hill Book Company
"Little Things That Count" Eye Gate House
T.V. Video Tape:
"Billy and the Manner Man"
State Department of Education

Supply of one inch paper squares.
Cardboard counters 12" x 6" with 50 marked squares for many uses.

VOCATIONAL PREPARATION
INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Sorting By Color (continued)	
	for one unit of work and post on the board or worksheet.
Practice in counting the rows by fives and tens on these boards.	Follow up the counting by packaging and labeling.
LEARNINGS: Sorting By Size	
Sorting nails according to size	Place mixed nails on the table. Instruct pupils to sort b size and place in containers.
LEARNINGS: Packaging	
Packaging ½ dozen objects in sack	Place objects to be packaged on the table. Give each worke a counting board marked off in six squares or circles. Explai that six is ½ dozen. Instruct pupils to place one object o each square and then put them into the sack. Instruct pupil to use stapler or paper clip to fasten.
LEARNINGS: Tying	
Tying ½ dozen gaskets with twine	Place gaskets on table. Instruct pupils to count out gasket by half dozen (use counters for accuracy if necessary). The tie them neatly with wire or twine.
LEARNINGS: Assembly — Collating and Assembly Line	
Assembling booklets	Place six or more workers around a table. Put a stack of on color paper before each. Line up pupils. Start by first perso passing top sheet to the next who will place his sheet on to and pass to the next until the last person finishes. Continu until all are finished. Have one worker be the inspector, wh checks and stacks. Another can staple or paper clip the booklets together. The reverse process may be used another da to reassemble the stacks into the same colors again.
	Assign workers.
Assembling kits of five or six objects in a package	Place containers of objects in front of each worker. Have firs one place one of his objects in a sack and pass the sack t the next person who places his object in the same sack an passes it on to the next person. The last one checks and staple

VOCATIONAL PREPARATION

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
ntinued)	
for one unit of work and post on the board or worksheet.	Find many other things to use in this way.
Follow up the counting by packaging and labeling.	
Place mixed nails on the table. Instruct pupils to sort by size and place in containers.	Supply of three sizes of nails, 2d, 4d, and 6d (2 pound, 4 pound, and 6 pound). Small plastic containers; such as, empty soft margarine containers (½ pint or pint size).
Place objects to be packaged on the table. Give each worker a counting board marked off in six squares or circles. Explain that six is ½ dozen. Instruct pupils to place one object on each square and then put them into the sack. Instruct pupils to use stapler or paper clip to fasten.	Any supply of small objects; such as, buttons, plastic disks, pop bottle tops (cleaned). Make cardboard counters for six. Paper or plastic sacks (small). Stapler. Supply of paper clips.
Place gaskets on table. Instruct pupils to count out gaskets by half dozen (use counters for accuracy if necessary). Then tie them neatly with wire or twine.	Gaskets with holes in center.
g and Assembly Line	
Place six or more workers around a table. Put a stack of one color paper before each. Line up pupils. Start by first person passing top sheet to the next who will place his sheet on top and pass to the next until the last person finishes. Continue until all are finished. Have one worker be the inspector, who checks and stacks. Another can staple or paper clip the booklets together. The reverse process may be used another day to reassemble the stacks into the same colors again.	Six or more packages of different colors of construction paper. Any time as needed work material booklets for classroom use may be assembled this way for a practical use of this work skill.
Assign workers.	
Place containers of objects in front of each worker. Have first one place one of his objects in a sack and pass the sack to the next person who places his object in the same sack and passes it on to the next person. The last one checks and staples.	Supply of five or six small objects (buttons, disks, small gaskets, etc.) Paper sacks or small plastic containers

VOCATIONAL PREPARATION

INTERMEDIATE

ACTIVITIES	PROCEDURES
LEARNINGS: Weaving — Looper Looms and Rug Looms	
Making pot holders	Use two colors of loopers to teach over-under weaving p cedure.
Making rugs	
LEARNINGS: Sewing Handwork and Machine Work	
Sewing buttons	Teaching the proper way to sew on different types of butto
Using the machine	Teach pupils to thread the machine. Teach pupils to foll pencil line mark with the machine.
LEARNINGS: Janitorial Work	
Cleaning desks and shelves and simple sweeping	Teach the use and care of the broom.
LEARNINGS: Kitchen Help	
Cleaning	Teach cleaning up after cooking, etc.
	Teach the correct procedure for using soap and warm wat rinsing, and drying.
LEARNINGS: Use of Tools	
Simple woodworking	Teach identification of tools; such as, hammer, saw, scre driver, clamp, and hand drill and the use of hammer and na
	Instruct pupils how to make a simple project such as a thre spool holder.
	Give pupils opportunity to make a project.
Sanding by hand	Make a cutting board. Sand edges of the board. Then b hole in center of the top with a hand drill. Rub the surf with hot linseed oil. Wipe off. Let dry. Then apply decal

VOCATIONAL PREPARATION

INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
er Looms and Rug Looms	
Use two colors of loopers to teach over-under weaving procedure.	Loopers - two colors Looper looms
	Rug looms Rug filler or strips
k and Machine Work	
Teaching the proper way to sew on different types of buttons.	Cloth, needles, thread. Buttons with two or four holes, and shank buttons.
Teach pupils to thread the machine. Teach pupils to follow pencil line mark with the machine.	Sewing machine, thread, cloth
Teach the use and care of the broom.	Cleaning cloths or sponges, plastic bucket, cleanser, broom, and dust pan
Teach cleaning up after cooking, etc.	
Teach the correct procedure for using soap and warm water, rinsing, and drying.	T.V. Video Tape: "Neat Girl Washes Dishes" State Department of Education
Teach identification of tools; such as, hammer, saw, screwdriver, clamp, and hand drill and the use of hammer and nails.	Tools, finishing nails two inches long, wood for six inch squares.
Instruct pupils how to make a simple project such as a thread spool holder.	
Give pupils opportunity to make a project.	
Make a cutting board. Sand edges of the board. Then bore hole in center of the top with a hand drill. Rub the surface with hot linseed oil. Wipe off. Let dry. Then apply decal.	Sand paper (fine and medium) One inch thick board three inches wide. Have older pupils saw into 8" x 10" shape for cutting boards. Decals. Linseed oil.

ACTIVITIES	PROCEDURES
LEARNINGS: Transportation	
Using bus transportation	Take trips on a bus. Visit local workshop if possible. Stress proper bus behavior. Check awareness of direction names of busses, streets, etc. Hold child responsible for discipline. Teach the vocabulary used in this section.

VOCATIONAL PREPARATION
INTERMEDIATE

PROCEDURES	MATERIALS & EQUIPMENT
Take trips on a bus.	Money for bus fare. T.V. Video Tape: "Safety Lady" State Department of Education
Visit local workshop if possible.	
Stress proper bus behavior. Check awareness of direction and names of busses, streets, etc. Hold child responsible for self discipline.	
Teach the vocabulary used in this section.	

VOCATIONAL PREPARATION

It is a great economic gain to prepare a trainable retarded person to become a w
be returned many times in increased earnings and economic productivity. Since there
ployment Sheltered Workshops in operation in the State of Missouri, it becomes nece
type of employment.

GENERAL AIMS

1. To assist the pupil in the realization that he is an adult in the e
2. To determine his occupational potential, aptitudes, interests, and
3. To develop work skills that will be usable in his continuing hom
   ment.
4. To develop practical application of his understanding of languag
   related to his work activity.
5. To provide experiences in adapting his vocational skills to a wor

LEARNINGS: Reinforcement of Functional Academics — Writing

ACTIVITIES	ADVANCED PROCEDURES
Using writing in business	Teach pupils to write addresses on letters and car and out of shop on a daily chart, and write his si checks. Make play checks to practice endorsing. Either ma cursive is acceptable, but cursive seems more adult. opportunities to do this. Make a personal list of phone numbers which shou his own number, the school number, also the numb fire department, the police department, and close Permit pupils to make or purchase a small booklet to keep these numbers.

LEARNINGS: Learn to Read and Comprehend Many Words Needed to Function as an A

ACTIVITIES	ADVANCED PROCEDURES
Using functional words	Teaching the various names of restrooms. Teach caution; such as, high voltage, keep out, beware. information; such as, bus stop, police, fire station. Provide real life experiences to accumulate this Use flash cards. Use all appropriate signs around the classroom buildings; such as, exit, entrance, push, pull, and cor on restrooms, etc. Call attention to these words w while taking a trip. Urge pupils to use these words.

VOCATIONAL PREPARATION

to prepare a trainable retarded person to become a wage earner and citizen. The cost of service will sed earnings and economic productivity. Since there is an ever increasing number of Extended Em- operation in the State of Missouri, it becomes necessary that our training be oriented toward this

GENERAL AIMS

e pupil in the realization that he is an adult in the eyes of society.
e his occupational potential, aptitudes, interests, and abilities.
work skills that will be usable in his continuing home and community employ-

practical application of his understanding of language and numerical skills as
is work activity.
experiences in adapting his vocational skills to a work situation.

ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
unctional Academics — Writing	
Teach pupils to write addresses on letters and cards, sign in and out of shop on a daily chart, and write his signature on checks.	Daily chart, pencil Envelopes
Make play checks to practice endorsing. Either manuscript or cursive is acceptable, but cursive seems more adult. Give many opportunities to do this.	Checks, pen
Make a personal list of phone numbers which should include his own number, the school number, also the numbers of the fire department, the police department, and close relatives.	
Permit pupils to make or purchase a small booklet in which to keep these numbers.	Memorandum pads or books Paper, pencil, play phones, and a phone book.
Comprehend Many Words Needed to Function as an Adult	
Teaching the various names of restrooms. Teach words of caution; such as, high voltage, keep out, beware. Words of information; such as, bus stop, police, fire station.	
Provide real life experiences to accumulate this knowledge.	
Use flash cards.	
Use all appropriate signs around the classroom and school buildings; such as, exit, entrance, push, pull, and correct names on restrooms, etc. Call attention to these words when found while taking a trip.	List of workshop words
Urge pupils to use these words.	

VOCATIONAL PREPARATION

ADVANCED

ACTIVITIES	PROCEDURES
LEARNINGS: Learn Association of Printed Names With That of Tools; Such As, Hamm	
	Display tools with names printed on cards below t remove the name. Show the name to the pupil and point out the tool.
LEARNINGS: Number Concepts	
Developing concept of six and twelve	Develop number concepts six and twelve. Count o candies, etc., for school activities by dozen and h Give many opportunities to sort and package objec and twelves. Group in as many situations as this c be used.
LEARNINGS: Learning Measurement	
Developing understanding and use of needed vocabulary for measuring; such as,	
All - none Few - many Everybody - nobody	Review vocabulary. Develop understanding of term illustration. Large chalk or tape to make a circle o Use pupils to illustrate these terms by asking, "Are in the circle?" "Are some of you?" Move all, some, designated areas.
One - one half One third One fourth	Provide discussion and concrete demonstrations of p real objects in measuring. Introduce 1/4, 1/3, and 1 pupils to measure by cups and teaspoons.
Half pint Pint Quart Half-gallon Gallon	Discuss materials bought by the pint or the gallo an understanding of liquid measure and its use. Permit pupils to measure liquids.
Ounces Pounds	Demonstrate the use of scales. Use scales to compare growth of boys and girls. record the weight of each pupil. Use smaller scales any material in same weight amount as sample - nails, 4 ounces of sand, etc. Permit pupils to weigh various items.
LEARNINGS: Use of Ruler and Yard Stick	
Developing understanding of terms: inch, foot, and yard	Make a paper ruler, have the pupils measure and p bers. Compare the ruler with the yardstick. Count each. Use rulers in vocational projects when possi

VOCATIONAL PREPARATION
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
Printed Names With That of Tools; Such As, Hammer, File, Nails, Etc.	
Display tools with names printed on cards below the tool — remove the name. Show the name to the pupil and have him point out the tool.	Tools on board, name cards, tool catalogs, flannel board, projector and slides
Develop number concepts six and twelve. Count out cookies, candies, etc., for school activities by dozen and half dozen. Give many opportunities to sort and package objects by sixes and twelves. Group in as many situations as this concept can be used.	Egg cartons and sacks
nt	
Review vocabulary. Develop understanding of terms through illustration. Large chalk or tape to make a circle on the floor. Use pupils to illustrate these terms by asking, "Are all of you in the circle?" "Are some of you?" Move all, some, or none to designated areas.	Chalk or tape Flash cards. Small objects in room; such as, pennies, pencils, or paper.
Provide discussion and concrete demonstrations of pictures and real objects in measuring. Introduce 1/4, 1/3, and 1/2. Permit pupils to measure by cups and teaspoons.	Cups, spoons, sand, and water.
Discuss materials bought by the pint or the gallon. Develop an understanding of liquid measure and its use.	
Permit pupils to measure liquids.	
Demonstrate the use of scales. Use scales to compare growth of boys and girls. Weigh and record the weight of each pupil. Use smaller scales to package any material in same weight amount as sample - 1 pound of nails, 4 ounces of sand, etc.	Bathroom scales, scale using ounces
Permit pupils to weigh various items.	
rd Stick	
Make a paper ruler, have the pupils measure and put on numbers. Compare the ruler with the yardstick. Count inches on each. Use rulers in vocational projects when possible.	Pre-cut paper of various widths, unmarked.

ACTIVITIES	PROCEDURES
LEARNINGS: Use of Ruler and Yard Stick (continued)	
Measuring objects in the room	Permit pupils to work first as a group, then as indivi Measure desk, tables, etc. Measure and cut paper to c specification.
LEARNINGS: Learning Size	
Developing the understanding and use of needed vocabulary for size; such as, Large, larger, largest Small, smaller, smallest Longer, shorter Narrow, wide Most, least	Develop the understanding of the vocabulary of size. Use members and apply these terms. Compare paper strips of length but different widths. Have pupils cut and match va sized strips of paper. Put an unequal number of beads o strings. Ask pupil to select longest, shortest, and measu check answers.
LEARNINGS: Learning to Tell Time to Serve Adult Needs	
Using meaningful situations to assist in telling time.	Teach pupils to tell time in any situation. Discuss reasons for telling time. Have pupils show o clock face the following important items: When shop starts. When it is time to clean up for lunch. Lunch When the kiln is to be turned off. When the cake is When the break ends. When to be at the table.
LEARNINGS: Learning to Use Money for Adult Needs	
Handling money	Teach pupils to become more efficient in handling mon all situations. Provide as many concrete examples in the use of mon possible; such as, Count out lunch money daily, counti coin value. Permit the pupil to figure the amount of c coming to him. Hold the pupil responsible for taking c home. Set up a store where pupils may purchase, pa and receive change. Take pupils shopping for supplies for cooking, parties, etc. Take pupils on public transportation, being sure that pupil is aware of the amount needed for fare. Have each pupil pay his own fare. Ask parents to take the pupil on a bus ride and hol responsible for all money transactions. Provide funds fo experience by having pupils save money or interesting in giving money.

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PROCEDURES	MATERIALS & EQUIPMENT
Yard Stick (continued)	
Permit pupils to work first as a group, then as individuals. Measure desk, tables, etc. Measure and cut paper to certain specification.	Ruler and yardstick, large sheets or roll of paper
Develop the understanding of the vocabulary of size. Use class members and apply these terms. Compare paper strips of same length but different widths. Have pupils cut and match various sized strips of paper. Put an unequal number of beads on two strings. Ask pupil to select longest, shortest, and measure to check answers.	Construction paper marked in different widths, beads, and string
ime to Serve Adult Needs	
Teach pupils to tell time in any situation.	
Discuss reasons for telling time. Have pupils show on the clock face the following important items: When shop work starts. When it is time to clean up for lunch. Lunch time. When the kiln is to be turned off. When the cake is done. When the break ends. When to be at the table.	
oney for Adult Needs	
Teach pupils to become more efficient in handling money in all situations.	
Provide as many concrete examples in the use of money as possible; such as, Count out lunch money daily, counting by coin value. Permit the pupil to figure the amount of change coming to him. Hold the pupil responsible for taking change home. Set up a store where pupils may purchase, pay for, and receive change.	
Take pupils shopping for supplies for cooking, parties, crafts, etc. Take pupils on public transportation, being sure that each pupil is aware of the amount needed for fare. Have each pupil pay his own fare. Ask parents to take the pupil on a bus ride and hold him responsible for all money transactions. Provide funds for this experience by having pupils save money or interesting clubs in giving money.	

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ACTIVITIES	PROCEDURES
LEARNINGS: Developing the Concept of Pay for Work	
Developing the understanding of pay scales	Teach the usual rates of pay Discuss various means of being paid for work; su wage, monthly or weekly wage, or piece work. by using, as examples, work done by pupils at sc done by their parents or neighbors at home. A discuss rates of pay with pupil.
LEARNINGS: Developing the Habit of Good Personal Appearance	
Developing the understanding of good grooming	Teach the essentials of good grooming. Discuss standards expected with emphasis on pe ness as an obligation to companions. Bring anc the correct use of necessary products such a Demonstrate shaving techniques, give helpful hi for good grooming of the teeth, hands, and finge procedures for weighing and recording weights propriate type of clothing for special occasions an Teach the care of clothing. Teach proper shoe c niques for polishing. Demonstrate. Teach prop handkerchief. Teach the proper procedure for t Teach proper foot care and the dangers of neglect in which germs may be spread and controlled morning and discuss personal appearance. Comp on neatness and cleanliness.
LEARNINGS: Developing the Habit of Good Attitudes	
Providing activities for development of courteous behavior.	Discuss and demonstrate good attitudes toward following areas: language, self-discipline, and assist others. Teach the importance of using courteous manners by using proper language; suc "thank you," "you are welcome," "pardon me," examples. Role play. Give daily practice in h with coats, with sharing materials, in allowing etc. Provide opportunities to develop self-disci sponsibility by assigning jobs to be done; such messages, running errands, caring for the flag playground equipment at the proper time, bri toys to the attention of the supervisor, etc. Su to become fully responsible for some duties at h care of room, bed making, bringing in evening etc. Plan well before starting any project. Play an to assist in the development of good behavior st

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PROCEDURES

MATERIALS & EQUIPMENT

f Pay for Work

ch the usual rates of pay

cuss various means of being paid for work; such as, hourly
e, monthly or weekly wage, or piece work. Demonstrate
using, as examples, work done by pupils at school, or work
e by their parents or neighbors at home. Ask parents to
uss rates of pay with pupil.

ood Personal Appearance

ch the essentials of good grooming.

cuss standards expected with emphasis on personal cleanli-
s as an obligation to companions. Bring and demonstrate
correct use of necessary products such as deodorants.
nonstrate shaving techniques, give helpful hints. Issue kits
good grooming of the teeth, hands, and fingernails. Set up
cedures for weighing and recording weights. Discuss ap-
priate type of clothing for special occasions and for weather.
ch the care of clothing. Teach proper shoe care and tech-
ues for polishing. Demonstrate. Teach proper use of the
dkerchief. Teach the proper procedure for taking a bath.
ch proper foot care and the dangers of neglect. Discuss wals
which germs may be spread and controlled. Check each
rning and discuss personal appearance. Compliment pupils
neatness and cleanliness.

Good Attitudes

cuss and demonstrate good attitudes toward others in the
owing areas: language, self-discipline, and willingness to
ist others. Teach the importance of using pleasant and
rteous manners by using proper language; such as, "please,"
ank you," "you are welcome," "pardon me," etc. Set good
mples. Role play. Give daily practice in helping others
h coats, with sharing materials, in allowing "ladies first,"
Provide opportunities to develop self-discipline and re-
nsibility by assigning jobs to be done; such as, delivering
ssages, running errands, caring for the flag, bringing in
yground equipment at the proper time, bringing broken
to the attention of the supervisor, etc. Suggest chances
become fully responsible for some duties at home; such as,
e of room, bed making, bringing in evening paper, mail,
Plan well before starting any project. Play and give parties
assist in the development of good behavior stressing proper

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LEARNINGS: Developing the Habit of Good Attitudes (continued)

ACTIVITIES	PROCEDURES
	planning, invitations, and introductions of guests, proper language, seating of ladies by young men, proper dress, good grooming, etc. Urge parents to follow goals of courteous behavior at home.

LEARNINGS: Learning to Respect Property of Others

ACTIVITIES	PROCEDURES
Stressing the importance of caring for private and public property	Discuss the difference between private and public property. Discuss the importance of respecting the rights of neighbors and friends by not running through yards, picking flowers belonging to others, teasing children and animals, etc. Discuss littering. Construct litter bags and discuss use. Arrange for pupils to pick up litter from the school grounds. Allow a pupil to move independently as the pupil earns the privilege. Lessen supervision as the pupil shows ability to work alone. Take pupils on a trip to a park and point out the results of littering.

LEARNINGS: Learning to Fulfill Responsibility to Government Agencies

ACTIVITIES	PROCEDURES
Teaching the importance of following governmental regulations	Discuss the draft and assist the pupil in registering at 18 years of age. Discuss social security and assist the pupil in applying for a social secruity card. Discuss elections and prepare pupils for registration when becoming eligible for voting.

LEARNINGS: Learning to Increase Job Tolerance

ACTIVITIES	PROCEDURES
Working out a program to increase job tolerance	Stress the fact that all work is honorable and that all should be pleased to be able to work. Provide many experiences in areas; such as, cleaning, sorting, etc. Assign each pupil a job. Check the time required to complete the job. Keep a record of the job assignment and the time taken. Increase the assignment. Check the time and record. Compare the time required on the two assignments and give praise if improvement is shown. Motivate by paying tokens or giving other incentives. Continue this procedure until the pupil realizes the importance of sticking to the job. Change the type of job assignment often in order to keep the pupil from becoming "fixed" to one job and to teach him to accept change without frustration. Set up changes of routine; such as fire drills, to assist worker in curbing frustration. Insist that each pupil accept authority gracefully.

LEARNINGS: Learning to Follow Directions

ACTIVITIES	PROCEDURES
Assigning a worker a task for the day	Assign workers. Pick out a work task for each similar to that which will be

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PROCEDURES	MATERIALS & EQUIPMENT
Good Attitudes (continued) nning, invitations, and introductions of guests, proper lan- ıge, seating of ladies by young men, proper dress, good oming, etc. Urge parents to follow goals of courteous be- ior at home.	
perty of Others cuss the difference between private and public property. cuss the importance of respecting the rights of neighbors friends by not running through yards, picking flowers onging to others, teasing children and animals, etc. Discuss ering. Construct litter bags and discuss use. Arrange for ils to pick up litter from the school grounds. Allow a il to move independently as the pupil earns the privilege. sen supervision as the pupil shows ability to work alone. e pupils on a trip to a park and point out the results of ering.	Trash cans, rakes
nsibility to Government Agencies cuss the draft and assist the pupil in registering at 18 rs of age. Discuss social security and assist the pupil in lying for a social security card. Discuss elections and pre- e pupils for registration when becoming eligible for voting.	Talks Films
Tolerance ess the fact that all work is honorable and that all should pleased to be able to work. vide many experiences in areas; such as, cleaning, sorting, ign each pupil a job. Check the time required to complete job. Keep a record of the job assignment and the time en. Increase the assignment. Check the time and record. npare the time required on the two assignments and give ise if improvement is shown. Motivate by paying tokens giving other incentives. Continue this procedure until the il realizes the importance of sticking to the job. Change type of job assignment often in order to keep the pupil n becoming "fixed" to one job and to teach him to accept nge without frustration. Set up changes of routine; such fire drills, to assist worker in curbing frustration. Insist each pupil accept authority gracefully.	
tions ign workers. k out a work task for each similar to that which will be	Gaskets or by-products from gaskets in several shapes.

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ACTIVITIES	PROCEDURES
LEARNINGS: Learning to Follow Directions (continued)	
	done in the workshop. As a suggestion, assign the pup task of placing three round, two square, and one recta gasket in a bag and then staple. Give explicit instru Be sure that all can hear and also that all can see demonstration is being planned. Use blackboards and to picture. Show the completed order. Repeat instruct necessary. Give close supervision. Check closely to se all are following directions. Give praise when earned. the completed packages and give credit to each work his chart.
LEARNINGS: Learning to Give Independent Assessment of Problems	
Teaching worker to face a problem	Set up a situation where some supplies are needed to order; such as round gaskets. Guide the worker into the situation without frustration by obtaining more su himself, or requesting supplies from the supervisor.
LEARNINGS: Learning to Sort By Size	
Sorting nails	Assign workers. Place four or five sizes of nails on table. Be sure th are of the same kind; that is, finishing, standard, etc. sure the nails are thoroughly mixed and ask the pu sort according to type.
LEARNINGS: Learning to Sort By Color	
Differentiating among colors	Assign workers. Place as many as ten colors of one inch squares on th (Be sure to have enough for the number of students tables.) Use counting boards marked off in one and one-fourt squares to five rows of ten squares (50). Instruct worker to package in payroll envelope or simil tainer. Staple or clip with a gem clip, or use pieces o with "50" written on it.

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PROCEDURES	MATERIALS & EQUIPMENT
tions (continued) e in the workshop. As a suggestion, assign the pupils the of placing three round, two square, and one rectangular ket in a bag and then staple. Give explicit instructions. sure that all can hear and also that all can see if any nonstration is being planned. Use blackboards and charts picture. Show the completed order. Repeat instructions if essary. Give close supervision. Check closely to see that are following directions. Give praise when earned. Count completed packages and give credit to each worker on chart.	Baggies or other small containers. Staplers and staples.
ndent Assessment of Problems up a situation where some supplies are needed to fill an er; such as round gaskets. Guide the worker into facing situation without frustration by obtaining more supplies self, or requesting supplies from the supervisor.	
ign workers. ce four or five sizes of nails on table. Be sure the nails of the same kind; that is, finishing, standard, etc. Make e the nails are thoroughly mixed and ask the pupils to according to type.	1 lb. 2d per two pupils 2 lbs. 4d per two pupils 3 lbs. 6d per two pupils 4 lbs. 8d per two pupils 5 lbs. 10d per two pupils Place in one-half separate containers. Soft margarine cartons make good containers. Use one container per pupil for each size nail on table. Example: 4 sizes - 4 containers 5 sizes - 5 containers
r ign workers. ce as many as ten colors of one inch squares on the table. sure to have enough for the number of students at the les.) counting boards marked off in one and one-fourth inch ares to five rows of ten squares (50). truct worker to package in payroll envelope or similar container. Staple or clip with a gem clip, or use pieces of paper h "50" written on it.	Canstruction paper may be used for the squares. Cut one inch strips long ways on the paper, cut into one inch squares. A paper cutter is desirable.

ACTIVITIES	PROCEDURES
LEARNINGS: Learning to Sort By Color (continued)	
	Label colors can be alternated by rows of five or ten row a different color. Place squares and envelopes on the table. (All work staple or packages may be passed to a student to d the stapling.) Each worker must have a counting boa
LEARNINGS: Learning to Sort By Shape	
Sorting by shape	Assign workers. Place a mixture of small squares, discs, rectangles, the center of the work table. Tell each worker to w **only** one certain shape. Shapes may also be of differen for easier recognition. When the mixture has been co sorted, give each worker the count of 100. Deduct a one (1) from the 100 for each incorrect shape he ha Assign workers. Place a mixture of shapes in the center of the tab each worker a counting board, with circles or square enough to contain the shape) drawn on board. Spe number to go on the board; such as, one-half dozen, on five, or ten. Define the number to be sorted, furnish the pupil e or containers to hold the objects, and count each pa one unit. Post results on chalk board or work sheet. Reward with stars for production and **especially** for e
LEARNINGS: Learning to Package	
Teaching worker to package	Assign workers. Place the items to be packaged on the table, using m one item; such as, two of these, two of these, and two Give each worker specific instructions as to how a many to package. Place on the board for a correct co place items in sack, bag, box, or similar container. Aft aging in individual packages, place these in the lar tainers; such as, dozens, fifties, one hundreds, etc.
LEARNINGS: Learning to Tie	
Teaching workers to tie in specific lots	Assign workers. Place gaskets and twin on table. Counting boards may if necessary. Instruct pupils to tie through the hol gasket. Demonstrate. Instruct the pupil to tie in lots half dozen, one dozen, five, ten, twenty-five, or fifty.

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PROCEDURES	MATERIALS & EQUIPMENT
lor (continued)	
bel colors can be alternated by rows of five or ten — each w a different color. ace squares and envelopes on the table. (All workers can aple or packages may be passed to a student to do all of e stapling.) Each worker must have a counting board.	
ape	
ssign workers. ace a mixture of small squares, discs, rectangles, etc., in e center of the work table. Tell each worker to withdraw ly one certain shape. Shapes may also be of different colors easier recognition. When the mixture has been completely rted, give each worker the count of 100. Deduct a unit of e (1) from the 100 for each incorrect shape he has sorted.	Shapes may be cut on paper cutter from board of the consistency of tag board or hard board (many manufacturing plants throw away shapes that may be utilized.)
ssign workers. ace a mixture of shapes in the center of the table. Give ch worker a counting board, with circles or squares (large ough to contain the shape) drawn on board. Specify the mber to go on the board; such as, one-half dozen, one dozen, e, or ten. fine the number to be sorted, furnish the pupil envelopes containers to hold the objects, and count each package as e unit. Post results on chalk board or work sheet. ward with stars for production and **especially** for effort.	Small pay envelopes Small plastic sacks or other plastic containers
ssign workers. ace the items to be packaged on the table, using more than e item; such as, two of these, two of these, and two of these. ve each worker specific instructions as to how and how any to package. Place on the board for a correct count then ace items in sack, bag, box, or similar container. After packing in individual packages, place these in the larger coniners; such as, dozens, fifties, one hundreds, etc.	Any object may be used (bottle caps, buttons, nails, screws, washers, small plastic items; such as plastic covers from immunization syringes) Colored paper or metal gem clips of various sizes.
sign workers. **ace gaskets and twin on table. Counting boards may be used necessary. Instruct pupils to tie through the hole in the sket. Demonstrate. Instruct the pupil to tie in lots of onelf dozen, one dozen, five, ten, twenty-five, or fifty.**	**Gaskets and twine Small wire - smaller than #18 Bell cord may be used if desired. Twist wire instead of knotting.**

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ACTIVITIES	PROCEDURES
LEARNINGS: Learning to Assemble Nuts, Bolts, and Washers	
Teaching worker to assemble nuts, bolts, and washers	Assign workers. Place nuts, bolts, and washers on the table, using boards for specific numbers; such as, one-half do dozen, twenty-five, fifty, etc. Instruct workers to p or two washers on the bolt, screw the nut on the bol washers on them. Package or box after assembly.
LEARNINGS: Learning to Collate	
Teaching worker to collate for booklet assembly	Assign workers. Place a stack of colored construction paper in front worker. Put the same number of sheets in each sta the following instructions: First worker will pick sheet and hand it to the next worker; worker No. 2 his sheet on top of that one and pass it on to work who will repeat the procedure and so on down the l worker will inspect (supervise if necessary) and s prepare for reassembly, reverse the procedure. Prese of ditto paper work and instruct workers to collate a pile into correct bundles or booklets. Never miss a c let your vocational emphasis group do this. It mak feel so worthwhile.
LEARNINGS: Learning to Fold Letters	
Teaching procedures in folding letters and stuffing envelopes	Assign workers. Place 8 x 10 1/2 inch or 8 x 11 inch paper and large envelopes on the table in front of the workers. Den folding paper in three sections so that when the lett folded, the letterhead is the first thing seen. Den stuffing the letter into the envelope. Check to see th worker understands dirctions and if so, instruct him ceed with folding and stuffing.
LEARNINGS: Learning to Weave	
Teaching advanced skills in weaving	Advance the skills learned at the intermediate level strate new skills. Lace together the looper items i shopping bags, slippers, etc. In working on rug looms individual responsibility for measuring for fringe, bor length of rug. Permit worker to suggest color com Suggest better choices if needed. Develop weaving as if interest is shown.

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ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
ble Nuts, Bolts, and Washers	
Assign workers.	
Place nuts, bolts, and washers on the table, using counting boards for specific numbers; such as, one-half dozen, one dozen, twenty-five, fifty, etc. Instruct workers to place one or two washers on the bolt, screw the nut on the bolt to hold washers on them. Package or box after assembly.	An ideal size is ¾ inch - ¼ inch - 20 bolt with ¼ inch hex nut or square nut, with washers of appropriate size.
Assign workers.	
Place a stack of colored construction paper in front of each worker. Put the same number of sheets in each stack. Give the following instructions: First worker will pick up one sheet and hand it to the next worker; worker No. 2 will place his sheet on top of that one and pass it on to worker No. 3 who will repeat the procedure and so on down the line. Last worker will inspect (supervise if necessary) and stack. To prepare for reassembly, reverse the procedure. Present stacks of ditto paper work and instruct workers to collate and compile into correct bundles or booklets. Never miss a chance to let your vocational emphasis group do this. It makes them feel so worthwhile.	Construction paper or duplicated material. Stapler if necessary.
Letters	
Assign workers.	
Place 8 x 10 1/2 inch or 8 x 11 inch paper and large business envelopes on the table in front of the workers. Demonstrate folding paper in three sections so that when the letter is unfolded, the letterhead is the first thing seen. Demonstrate stuffing the letter into the envelope. Check to see that every worker understands dirctions and if so, instruct him to proceed with folding and stuffing.	One ream (500 sheets) of paper and one box of 500 envelopes. Old stationery, advertisements, or cheap typewriting paper may be used. Old envelopes (outdated or incorrect printing) may be used. Both may be used more than once.
e	
Advance the skills learned at the intermediate level. Demonstrate new skills. Lace together the looper items into rugs, shopping bags, slippers, etc. In working on rug looms, develop individual responsibility for measuring for fringe, borders, and length of rug. Permit worker to suggest color combination. Suggest better choices if needed. Develop weaving as a hobby if interest is shown.	Looper frames Nlyon loopers Rug loom Yarn and rags

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ACTIVITIES	PROCEDURES
LEARNINGS: Learning to Sew	
Broadening the experience in sewing	Teach the pupil proper use of the needle, thread, and scissors. Give experiences in sewing buttons on own clothing and on shirts and blouses brought in for practice. Teach simple darning. Demonstrate the use and care of the sewing machine. Permit pupils to sew simple sewing on the machine. Teach pupils to make bean bags for the physical activity program. Give the following directions: Measure material 6 x 12 inches. Fold over by bringing one six inch side to the other six inch side. Sew the two sides — leaving a two inch opening for putting the beans in. Whip this opening shut by hand. Permit pupils to make a pretty pillow from wash cloths, put a yarn fringe around it, and tie the ends.
LEARNINGS: Learning to Wrap	
Wrapping gift boxes or packages for mailing	Assign workers. Demonstrate wrapping by placing cigar box in center of paper (length of box across width of paper). Take ends of paper and fold up over the box until the ends of paper meet. Holding both ends of paper together, fold them down approximately 1 inch, slide hands down the paper until the paper is held firmly around the box and then fold. Then fold it down on the end of box. Holding firmly in place, then fold both corners in, creasing paper to fit firmly against the box. Then fold up and secure with scotch tape. Repeat folding process on other end and secure with scotch tape. Check to see that each worker is following directions and if worker proves to be able, permit him to wrap boxes.
LEARNINGS: Learning how to do Janitorial Work	
Providing an opportunity for janitorial work	Assign a trainee as custodial assistant to work on tasks; such as, mopping, waxing, sweeping, vacuuming, dusting, etc. Place equipment and supplies; such as, vacuum sweeper, broom, dust pan, mop, bucket (2/3 full of water), and dust cloths in an accessible place. Show trainee by demonstrating to him how to run the sweeper in systematic strokes so that the entire surface of the rug is swept. Caution against running the sweeper at too fast a pace and demonstrate at what speed he should push it. Demonstrate to the trainee how to hold the handle of the broom and how you push the broom when sweeping. Instruct the trainee in sweeping the corners and covering the entire floor, moving the sweepings to a central

VOCATIONAL PREPARATION
ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
Teach the pupil proper use of the needle, thread, and scissors. Give experiences in sewing buttons on own clothing and on shirts and blouses brought in for practice. Teach simple darning. Demonstrate the use and care of the sewing machine. Permit pupils to sew simple sewing on the machine. Teach pupils to make bean bags for the physical activity program. Give the following directions: Measure material 6 x 12 inches. Fold over by bringing one six inch side to the other six inch side. Sew the two sides — leaving a two inch opening for putting the beans in. Whip this opening shut by hand.	Needles, thread of various colors, buttons, scissors. Sewing machines, thread, yard of sturdy material.
Permit pupils to make a pretty pillow from wash cloths, put a yarn fringe around it, and tie the ends.	Two wash clothes for each pupil. Fringe
Assign workers.	
Demonstrate wrapping by placing cigar box in center of paper (length of box across width of paper). Take ends of paper and fold up over the box until the ends of paper meet. Holding both ends of paper together, fold them down approximately 1 inch, slide hands down the paper until the paper is held firmly around the box and then fold. Then fold it down on the end of box. Holding firmly in place, then fold both corners in, creasing paper to fit firmly against the box. Then fold up and secure with scotch tape. Repeat folding process on other end and secure with scotch tape. Check to see that each worker is following directions and if worker proves to be able, permit him to wrap boxes.	Table, chair, scissors, yardstick, cigar boxes, paper, and tape.
nitorial Work	
Assign a trainee as custodial assistant to work on tasks; such as, mopping, waxing, sweeping, vacuuming, dusting, etc. Place equipment and supplies; such as, vacuum sweeper, broom, dust pan, mop, bucket (2/3 full of water), and dust cloths in an accessible place. Show trainee by demonstrating to him how to run the sweeper in systematic strokes so that the entire surface of the rug is swept. Caution against running the sweeper at too fast a pace and demonstrate at what speed he should push it. Demonstrate to the trainee how to hold the handle of the broom and how you push the broom when sweeping. Instruct the trainee in sweeping the corners and covering the entire floor, moving the sweepings to a central	Mops, buckets, wax, wax applicator, dust cloth, vacuum sweeper, broom, dust pan

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ACTIVITIES	PROCEDURES
LEARNINGS: Learning how to do Janitorial Work (continued)	
	spot and then picking it up in the dust pan of it. Then demonstrate how a sponge mop work squeeze, scrub small area of floor (wood or tile and squeeze and repeat the operation until the covered. Instruct trainee in the method of dust (surfaces and legs of furniture), woodwork, d dows. Give custodial assistant the assignment c kitchen area or gym. Teach him to apply wax a to do so. Provide for much practice.
Providing worker experience in assisting in running the dishwasher	By demonstration and supervision, train work adding detergent, and running the dish washer. to dry dishes and place in proper storage pla active practice.
Giving pre-vocational training for bus boy	At first, teach each pupil to scrape his own small group for instruction as bus boy. Demons stacking, and carrying trays, making ready for t Assign the job of scraping, stacking, and carry different individual for a day, a week, etc. insist on good work habits. Give practice.
LEARNINGS: Learning to Use Tools	
Giving experience in the use of tools through simple woodworking	Demonstrate different kinds of tools. Note the tween a Phillips screwdriver and the standa kinds of saws; such as, coping, wood, metal, ele drills, clamps, nails, hammer, tire pumps, com etc. Teach pupils to recognize the tools by nam tion. Give pupils experience in using tools in such as, simple foot stools, decoupage pictures, and in simple repairs. Teach pupils to sand a such as locker boxes. Supervise and commend go
LEARNINGS: Learning to Use Public Transportation	
Giving many and varied opportunities to ride the bus	Review suggestions made at the intermediate the pupil for use of public transportation by stres he must know; such as, 1. Knowledge of his own full name, address number. 2. Knowledge of where his parents may be rea 3. Knowledge of correct bus for him to ride. 4. Knowledge of personal responsibility for bein proper stop.

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ADVANCED

PROCEDURES	MATERIALS & EQUIPMENT
Janitorial Work (continued)	
spot and then picking it up in the dust pan and disposing of it. Then demonstrate how a sponge mop works; dip in water, squeeze, scrub small area of floor (wood or tile), dip in water and squeeze and repeat the operation until the entire area is covered. Instruct trainee in the method of dusting thoroughly (surfaces and legs of furniture), woodwork, doors, and windows. Give custodial assistant the assignment of mopping the kitchen area or gym. Teach him to apply wax and permit him to do so. Provide for much practice.	
By demonstration and supervision, train worker in loading, adding detergent, and running the dish washer. Teach worker to dry dishes and place in proper storage place. Give much active practice.	Plate scrapers, trays, containers for silverware, dishwasher, detergent, and dish towels
At first, teach each pupil to scrape his own plate. Select a small group for instruction as bus boy. Demonstrate scraping, stacking, and carrying trays, making ready for the dishwasher. Assign the job of scraping, stacking, and carrying trays to a different individual for a day, a week, etc. Supervise and insist on good work habits. Give practice.	
ols	
Demonstrate different kinds of tools. Note the difference between a Phillips screwdriver and the standard type. Show kinds of saws; such as, coping, wood, metal, electric, etc. Show drills, clamps, nails, hammer, tire pumps, common wrenches, etc. Teach pupils to recognize the tools by name and by function. Give pupils experience in using tools in making items; such as, simple foot stools, decoupage pictures, waste baskets, and in simple repairs. Teach pupils to sand and paint items such as locker boxes. Supervise and commend good work habits.	Suitable wood for project Pattern and instructions Hammers, screwdrivers, Phillips screwdriver, common wrenches, pliers, sa[illegible] electric saw (Dremel makes a simple and safe one)
blic Transportation	
Review suggestions made at the intermediate level. Prepare the pupil for use of public transportation by stressing the things he must know; such as, 1. Knowledge of his own full name, address and telephone number. 2. Knowledge of where his parents may be reached. 3. Knowledge of correct bus for him to ride. 4. Knowledge of personal responsibility for being aware of the proper stop.	

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ACTIVITIES

PROCEDURES

LEARNINGS: Learning to Use Public Transportation (continued)

5. Knowledge of correct fare.
6. Knowledge of correct behavior. Stress the rule “n with strangers or let them influence you.”
7. Knowledge of route and destination.

Role play with signs and imaginary trips. Ask pa follow the recommendations suggested; such as,

1. Parent drives the pupil to desired destination i many times going the bus route. Discuss landmark
2. Watch the pupil get on the bus — follow in a car — him get off at the correct place.
3. Be sure pupil knows correct name and has his fa

Teach the vocabulary used in this section.

VOCATIONAL PREPARATION
ADVANCED

PROCEDURES

MATERIALS & EQUIPMENT

ransportation (continued)

Knowledge of correct fare.
Knowledge of correct behavior. Stress the rule "never talk with strangers or let them influence you."
Knowledge of route and destination.

le play with signs and imaginary trips. Ask parents to ow the recommendations suggested; such as,
Parent drives the pupil to desired destination in the car many times going the bus route. Discuss landmarks.
Watch the pupil get on the bus — follow in a car — and see him get off at the correct place.
Be sure pupil knows correct name and has his fare.

ch the vocabulary used in this section.

VOCATIONAL WORKSHOP VOCA

Ability
Able
Address
Answer
Appearance
Assemble
Attach
Bad
Big
Bolt
Bottom
Bundle
Bus
Calendar
Cause
Caution
Choice
Clean
Clip
Coat
Cold
Commercial
Community
Count
Courtesy
Cup
Cut
Danger
Date
Different
Direction
Down

Dozen
Earn
Empty
Entrance
Exit
Factory
Fall
Fasten
Feet
Five
Follow
Fold
Food
Four
Full
Fragile
Friendly
Gallon
Group
Habit
Hammer
Health
Help
Holiday
Hot
Hour
House
Important
In
Inches
Item
Job

Keep
Ladies
Law
Less
Letter
Line
Liquid
Listen
Little
Living
Locate
Loyal
Many
Material
Measure
Men
Minute
Mix
More
Name
Neat
Need
No
None
Number
Nuts
Off
One
One-half
One-quarter
Open
Order

Out
Package
Pay
Person
Personal
Physical
Pile
Pint
Place
Pliers
Poison
Pound
Practice
Program
Project
Promotion
Property
Public
Pull
Push
Qualified
Quart
Quite
Record
Relative
Require
Responsibility
Rules
Rush
Run
Safety
Salary

VOCATIONAL WORKSHOP VOCABULARY

Keep
Ladies
Law
Less
Letter
Line
Liquid
Listen
Little
Living
Locate
Loyal
Many
Material
Measure
Men
Minute
Mix
More
Name
Neat
Need
No
None
Number
Nuts
Off
One
One-half
One-quarter
Open
Order
Out
Package
Pay
Person
Personal
Physical
Pile
Pint
Place
Pliers
Poison
Pound
Practice
Program
Project
Promotion
Property
Public
Pull
Push
Qualified
Quart
Quite
Record
Relative
Require
Responsibility
Rules
Rush
Run
Safety
Salary
Same
Saw
Schedule
Screw
Service
Shop
Size
Skill
Slow
Sort
Special
Spoon
Spring
Stack
Steady
Stock
Stop
Summer
Supervisor
Tables
Telephone
Ten
Thank
Three
Tie
Time
Today
Tomorrow
Tool
Top
Trained
Training
Two
Up
Use
Vocation
Wait
Wage
Walk
Warm
Winter
Wise
Woman
Work
Yard
Year
Yes
Yesterday

WORK HABITS RATING SCALE

Name______________________________ Age________ Date____________________________

Three evaluations in a year should give good knowledge of progress of student. Evaluate in September, January, and May. Decide which heading best describes the pupil, and put corresponding 1, 2, 3, or 4 in correct column. Add the numbers. The sums will vary from a low of thirteen to a high of fifty-two. Do much work on weak areas.

	First Evaluation	Second Evaluation	Third Evaluation
	Date________	Date________	Date________

Learning and Comprehension

A. **Response to Instruction**
   1. Even with a great deal of instruction, was unable to follow through on a job without close supervision.
   2. Needs a great deal of instruction and then is able to follow through on a job.
   3. Needs moderate amount of instruction and then is able to follow through on a job.
   4. Needs little instruction and is able to follow through on a job.

B. **Concentration**
   1. Unable to apply self to job at hand.
   2. Gives moderate attention to job at hand.
   3. Gives fluctuating attention to job at hand.
   4. Gives adequate attention to job at hand.

C. **Adjustability to New Job Tasks**
   1. Very rigid - severe problem arises when making any changes in schedule.
   2. Has difficulty adjusting to new assignments.
   3. Adjusts adequately (with minor difficulty) to new assignments.
   4. Adjusts well to new assignments.

Performance

A. **Frustration Tolerance**
   1. Cannot tolerate many obstacles to completion of job.
   2. Has considerable difficulty in sticking to job when faced with obstacles.
   3. Generally sticks to job but may show some distress.
   4. Generally sticks to job in face of obstacles or setbacks.

B. **Consistency of Effort**
   1. Shows very unstable behavior.
   2. Was generally more erratic than not.
   3. Showed moderately steady work behavior.
   4. Showed steady work behavior.

	First Evaluation Date_______	Second Evaluation Date_______	Third Evaluation Date_______

Attitude Toward Work

A. **Ability to Adapt to Work Environment**
   1. Cannot adjust even after becoming familiar with the shop requirements.
   2. Has difficulty adjusting even after becoming familiar with the shop requirements.
   3. Once familiar with shop requirements adjusts satisfactorily.
   4. Once familiar with shop requirements adjusts with little delay.

B. **Motivation to Work**
   1. Constantly has to be pushed into doing things.
   2. Rarely looks for something to do.
   3. Sometimes will look for things to do.
   4. Usually looks for things to do.

C. **Reaction to Pressure**
   1. Works best under strong continual pressure.
   2. Works best under constant but moderate pressure.
   3. Works best under occasional pressure.
   4. Works best under very little pressure.

D. **Punctuality** (morning, breaks, returning from lunch, etc.)
   1. Poor
   2. Fair
   3. Good
   4. Excellent

E. **Work Interest**
   1. Displays complete unconcern over his work.
   2. Shows little concern for his work.
   3. Work holds his attention.
   4. Becomes engrossed in his work.

Interpersonal Relations

A. **Reaction to Supervisor**
   1. Resists supervision.
   2. Works best under firm, authoritarian supervision.
   3. Works best with permissive, supportive supervision.
   4. Works best with little or no supervision.

B. **Cooperativeness With Supervisor**
   1. Does not help at all and often refuses to comply with shop rules.
   2. Frequently is difficult to work with.
   3. Sometimes is difficult to work with.
   4. Is usually helpful and meets demands of shop.

	First Evaluation Date______	Second Evaluation Date______	Third Evaluation Date______
C. **Relationship with Peers**			
1. Is accepted in group.			
2. Can achieve acceptance by only a few members of the group.			
3. Achieves harmonious relations with most of group after a short time.			
4. Achieves quick and easy acceptance within group.			
D. **Appearance**			
1. Needs improvement.			
2. Would pass, but does not add to personality.			
3. Fair, but more interest in appearance would help.			
4. Neat, clean shaven, appropriate dress.			
TOTAL			

Recommendation

MATERIALS NEEDED FOR AR
VOCATIONAL PREPARATIO

For Job Skills Described:

I. Sorting
  - Colored beads and laces
  - Colored pegs and boards
  - Blocks
  - Lotto games
  - Sorting Box by U.S. Toy
  - Peg and Shape Sort Beads — U.S. Toy
  - Form Board by Playskool
  - Coordination Board — Hoover Brothers
  - Playskool Work Bench
  - Flannel Board and Aids
  - Inset Cylinders from Creative Playthings
  - Dominoes
  - Parquetry Blocks
  - Construction paper
  - Various sizes of nails — at least 4 sizes
  - Containers

II. Packaging
  - Buttons, plastic disks, pop bottle tops, etc.
  - Sacks
  - Stapler
  - Pencils
  - Marking pens

III. Tying
  - Shoes and laces
  - Gaskets with holes in center

IV. Assembling
  - Puzzles in varying degrees of difficulty
  - Nuts, bolts, and washers

V. Collating
  - Paper materials

VI. Letter Folding
  - Envelopes
  - Paper

VII. Weaving
  - Looper looms
  - Nylon loopers
  - Rug looms
  - Rags
  - Rug filler

VIII. Sew
  - Cra
  - Pyr
  - Sew
  - Clo
  - Nee
  - Th
  - Bu
  - Sev

IX. Wr
  - Ne
  - Stu
  - Gif
  - Str
  - Rib
  - Sco

X. Jar
  - Sp
  - Bu
  - Cle
  - Wa
  - Cle
  - Br

XI. Us
  - Nu
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  - Pl
  - Sc
  - Fi
  - W

XII. Us
  - To
  - M
  - Tr
  - In

— U.S. Toy
over Brothers
tive Playthings
least 4 sizes
bottle tops, etc.
er
s of difficulty

MATERIALS NEEDED FOR AREA X
VOCATIONAL PREPARATION

VIII. Sewing
- Craft articles as comb cases
- Pyrolace lacing
- Sewing cards
- Cloth yardgoods
- Needles
- Thread
- Buttons
- Sewing machine

IX. Wrapping
- Newspaper
- Sturdy wrapping paper
- Gift wrapping paper
- String
- Ribbon
- Scotch tape

X. Janitor Work
- Sponges
- Buckets
- Cleaning cloths
- Waste baskets
- Cleanser
- Broom
- Dust pan
- Dish pan
- Tea towels
- Drainer
- Detergents
- Plate scrapers
- Trays
- Garbage pails
- Scrubbers
- Waxers
- Vacuum sweeper
- Mops

XI. Use of Tools
- Nuts and bolts
- Hammer
- Pliers
- Screwdriver
- Finishing nails
- Wood for project
- Sanding blocks
- Sand paper
- Linseed Oil
- Paint
- Paint brushes
- Turpentine
- Patterns
- Phillips screwdirver
- Common wrenches
- Hand saws
- Electric saw
- Masking tape

XII. Use of Public Transportation
- Tokens
- Money
- Traffic Signs
- Information Signs such as Bus Stop

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